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HARVARD UNIVERSITY



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THE

JOURNAL OF EDUCATION

FOR

Upper Canada:

EDITED BY

THE REVEREND EGERTON RYERSON, D. D.

CHIEF SUPERINTENDENT OF SCHOOLS.

ASSISTED BY MR. J. GEORGE HODGINS.

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ALPHABETICAL INDEX TO VOLUME VII.

N. B.—The Figures indicate the Pages.

A

Act regulating Grammar Schools in U. C., 109.
American, Race Extinct, 83. Character, 121.
States, Origin of, Names of, 123.
Public Libraries inferiority of, 178.
Institute of Instruction, 187.
Archeological Discovery, Quebec
Africa, Exploration of Central 35, 153.
Apportionment to Public Schools, U. C., 87.
Answers, Official to School Authorities 190, 183.
Art of Education, the 101.
Arnold, the late Rev. Dr. 113.
Advantages of U. C. System of Education 121.
Aland, Isles the 139.
Attendance at School, 99, 121, 146, 167, 198.
Academies and Colleges, Value of 163.
Age to begin School, 168.
Alma River, the 195.

B

Books for Youth and Children, 158, 168.
Book Cases, and Libraries, construction of 1.
Belleville School Examinations, 3.
British Museum, with Illustration, 77, 142.
Bavarian Schoolmasters, 88.
Berlin, Royal Library, with Illustration, 93.
Beaver, Canada Illustrated 98.
Bacon, Lord, Mother of 114.
Black-board, Recipe for making 119.
Boy Literature, 135.
Boy's, Guide-Posts for 1852.—Out at Night, 183.
Bible, Statistics of the 139—its adaptedness to Man, 150—in Schools, 167.
Brain, dont overtask the Young
Bee Culture, 167.
Brougham, Lord, 169.
Boston Primary Schools, 183.

C

Chatham, Grammar School, 3—Enterprise in 81.
Compulsory Education, 5.
Circulars, Official 5, 6, 87, 90, 91, 116.
Catalogue, Supplemental of Library Books U.C. 7.
Civil Service in England, Reform in 79.
Census of Great Britain, 80.
Chinese Agriculture, 81.
Certificates of Qualification, Provincial, 87, 182.
Childhood, influence of, on future Man, 94.
Classical Studies, 104, 118, 119, 120, 145.
Collegiate Education, object of 120.
Children helping themselves in Life, 121, Time and Money, 135—vs. Colts, 136—and Education 136.
Crystal Palace, Sydenham, 123.
Code for the School, 131.
Colleges for the People, 147—Value of 163.
Copywright in England, 154.
Coal Pit, Scientific observations in a 154.
Columbia College, U. S. 168.
Connecticut School Law, 183.

D

Dignity of the Teacher's Work, 94.
Drawing in Public Schools, 96.
Death, Ruling Passion in, 150.
Duration, Wayland's Theory of, 196
Digestion of Food, 155.
Discipline, School 174.
Difficulties in School Government, 183.

E

Editorial.
Lord Elgin in Edinburgh, 5, 164.
Compulsory Education, 5.
British Museum, 77.
Explanatory Note, 84.
Public Libraries in U. C. 84.
Law Relating to Libraries, 84.
Provincial Certificates, 86, 182.
Apportionment of the School Fund, 87.
Royal Library at Berlin, 94.
Grammar Schools, U. C. 100, 116.
Documents sent to School Officers, 100, 133.
The Art of Education Past and Present 101.
Frankfort City Library, 125.
Promotion of Public Libraries, U.C. 132, 180.
To Local Superintendents, 134, 166, 181.
Educational Progress in Upper Canada, during 1853, 148.
Books for Youth and Children, 157.
Lord Elgin and Education in U. C. 164.
Public School Libraries, 180.
Noble Examples, 181.
Normal and Model School's Examination 181.
Educational Intelligence, 3.
Canada, 3, 81, 105, 121, 136, 152, 184.
British and Foreign, 3, 81, 105, 121, 136, 153, 169, 185.
United States, 4, 83, 106, 122, 153, 171, 186.
Elgin and Kincardine, Earl of 4, 164.
Ebrington Viscount, 137.
Engravings.
British Museum, 77.
Royal Library of Berlin, 93.
The Canada Beaver, 98.
Frankfort City Library, 125.
Europe, State of Education in 103.
East, Glimpses of Education in the 115.
English, Lady's Education in Lord Bacons time, 114, Public Schools 169.
Examination of Grammar School Masters U. C. 117, 188.
Exhibition Educational at London 137.
Energy of Successful Men, 151.
Educator, instruments and agencies to be employed by the 174.
Employment in School, 184.
Education, the art of 101, in Europe 103, benefit of dependent on good 112. Glimpses of in the East 115, of the people 119. Collegiate object of 120, in Lower Canada 121, 126. Exhibition relating to 137, in U. C. progress of 148.
English Language and French Alliance, 196.

F

Free Schools in Canada, 79.
Friendship, 81.
Faculties, Intellectual and Moral, in regard to Teaching, 97.
Fairy Literature, uses of 120.
Flogging Pupils, 193.
Family Conversation, 192.
French Alliance and English Language, 196.
Frankfort Library, illustrated 125.
Faench Academy, Prizes 138.
Franklin, Fate of Sir John 185.

G

Government in Schools, 96, 183.
Greek, Study of in Schools, 104.
Galvanism, discoveries in 107.
German and Swiss Teachers, 130. College Commencement, 170.
Geology of Canada, 138, 154, 155.
Grant, increased, for Education in Canada, 177.
Grammar Schools in U. C. 100; law relating to 109; Study of Greek and Latin in 104, 118, 119, 145; Examination of Masters for 117; A National Concern 134; A Worthy Example 136.

H

Hamilton Central School, 3.
Health and Recreation, 120.
Health of Teacher and Pupils, 126.
Honor, Roll of, for the School, 131.
"House" (of Parliament) how made 150.
House, School of the section, 179.

I

Ignorance vs. Knowledge, 120.
Intellect is reaching the grave of? 128.
Inns of Court, London 151.
Instruction, Methods of 176.
Indolence mental, of Teachers 182.
Influence of a Mother, 183.
Ireland, National Education in, 185.
" Population of, 196.

J

Japan and the Japanese 80, Physical features of 139.

K

Knowledge necessary to good instruction 95, vs. Ignorance 120.

L

Library Buildings and Book-cases, construction of 1.
Literary and Scientific Intelligence 4, 83, 106 122, 138, 153, 171, 187.
Libraries in U. C., extracts from the law regulating public 75, 84; Promotion of 133; Management of 14; Books sent out to 149; Progress of 180.
Libraries, management of Public 141, Inferiority of American 178.
Lazy Boy, the 99.
Latin and Greek in Schools, 104.
Lower Canada, Education in 121, 176.

Digitized by Google

Life, Man entering 184.
Laval University, L. C. 184.
Literary Women, 195.

M

Macaulay, T. B. on Classical Studies 118.
Middle Class Education 137.
Mineral Discoveries in Canada, 154.
Minster, York 197.
Montmorenci Suspension Bridge, 200.
MENTAL POWERS, Preservation of 166, Indolence of Teachers 182.
Man like a Book, 168.
Miller, Hugh as a School-boy, 173.
Memory of Kindness, 176.
Mass of the People, how are they to be educated 178
Mother's Influence, A 183. Never Forget, 193.
Moral Instruction in Schools, 198.

N

Names of American States, 123.
Nine, the figure 121.
National Education in England, Lord Brougham's resolutions on 169.
New Brunswick, inquiry into state of Education in 177.
Normal School, U. C. 181.
Now, 183.
New York Schools, 187.
Never forget your Mother, 193.

O

Oxford University Reform, 82, 153.
Orators Passages from distinguished 103.
Oahu College, Sandwich Islands, 199.

P

POETRY—
The Cheerful Giver, 79.
A Mound is in the Grave Yard, 98.
Christ Blessing Little Children, 150.
To the Teacher, 182.
The River Alma, 195.
Port Hope Grammar School, 81.
Perseverance, Incitement to 99.
Paris Exhibition Building, 154.
Paris L'Ecole des Beaux Arts, 107.
Peoples' College, 147.
People, Educate the 119, 178.
PUPIL, Health of Teacher and 127, make them love you 168; and Teacher, Relations, 191.
Palmerston, Lord on writing 121; Children, Time and Money, 135.
Punctuality in the Teacher 121; General 136.
Preparation for School, 146.
POPULATION of Ireland, 196.
of Mexico, 196.
of various Countries, 197.
and Distances, Table of 197.
Progress, Educational U. C. 148.
Primary Schools, importance of 151, in Boston 183.
Pitt's Shyness, 152.
Prayer and Bible in School, 167.
Prussia and its University, 168.
Pennsylvania Schools, 171.
Progress, 184.
Pompeii, Artistic Workmanship at 184.
Prizes in Common Schools, 184.
Polish Schools, 186.

Q

Queen Victoria, as a Wife and Mother, 144.
Queen's Colleges, Ireland, 185.

R

Reviews, Edition of the British 83.
Recreation necessary to Health, 120.
Rules of School, 99, 120, 174—Worthy of Imitation, 121—Code of 131.
Rings, Wedding 121.
Ridicule, 121.
Ragged Schools in England, 105, 169.
RUSSIA.
The Czar and his connexions, 79.
The Town of Odessa, 99.
The Publications and Newspapers, 122, 171.
The Statistics of 139.
How they Educate the People, 178.
Principal Towns in the Crimea, 197.
Relations of Teacher and Pupil, 191.

S

Scotchman, what he may become 2.
Sorrow and Resignation, 2.
Supplemental Catalogue of Library Books, U. C. 7.
Superannuated Teachers, U. C. 86.
Solemn Thought, 119.
Swiss and German Teachers, 130.
Soul, The 147.
Salaries and Services, 150.
Successful Men, their Energy 151.
Spend, its what you 167.
Scholar, Penitent the 167.
Self-Culture, its relations to Teaching, 190.
Sandwich Islands, Oahu College, 199.
STATISTICS., Russian, 139—Educational, 168—Pennsylvania School, 170—National Education, Ireland, 185.

T

Teacher's Work, Dignity of 94.
TEACHER, Health of Pupils and 126—In the School-room, 179, and Flogging, 193.
Teaching and the Moral Faculties, 97—The Grave of Intellect? 128.
Times, the London 120, 122.
Teach the greatest number, 151.
Time, 163.
Tenterden, Late Lord 166.
Truancy in Schools, 167.
Township system of Schools in Connecticut, 183.
Telegraph, Experiments with the 185.
Trinity College, Dublin, 105, 199.
Trinity College, Toronto, 105, 199.
Trifles, 193.
Toronto City Schools, 198.

U

University College, Toronto, 2, 81, 165, 194, 198.
University of Berlin, 165.
Universe, University of the 185.
Uncle Tom's Cabin, "History of 107.

V

Victoria College, 105, 184.
Victoria, Queen 144.
Victoria Bridge, Montreal, 200.

W

Wellington College, England, 82.
Wedding Rings, 121.
Writing, Lord Palmerston 121.
Wars since 1688, 166.
Wiseman, Cardinal 169.
Winter Schools, 192.
Wayland, Rev. Dr., on Duration, 196.
Women, Literary 195.

Y

Young Folks at School, 99.
Young, Capital for the 120.
Youthful mind, 168.
York Minster, 197.

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CONTENTS OF THIS NUMBER.

	PAGE
I. HINTS on the Construction of Public Libraries, &c.	1
II. MISCELLANEOUS—1. Scotchmen abroad. 2. Sorrow and Resignation.	2
III. EDUCATIONAL INTELLIGENCE—1. Canada. 2. British and Foreign. 3. United States.	3
IV. Literary and Scientific Intelligence—Monthly Summary	4
V. EDITORIAL—1. Lord Elgin in Edinburgh. 2. Compulsory Education	5
VI. OFFICIAL CIRCULARS—1 On the appointment of Grammar School Trustees. 2. Explanatory—In forwarding Library Books	5
VII. SUPPLEMENTARY GENERAL CATALOGUE of Books for Public Libraries in Upper Canada	7

[*N.B.—No Book mentioned in this Catalogue will be disposed of to any private individual, or for any other purpose than for that of Public Libraries.*]

HINTS UPON THE CONSTRUCTION OF PUBLIC LIBRARY BUILDINGS AND BOOK CASES.

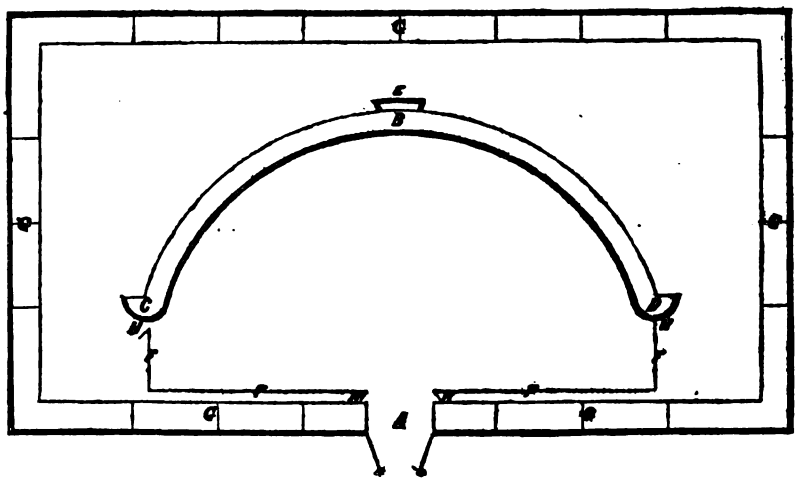
THE following article was prepared by an intelligent German gentleman, who has paid much attention to the subject of Libraries. We commend to our readers the valuable suggestions he has made, and the interesting facts he has stated:

Architects intrusted with the structure of public buildings, generally think it of greater importance to give the exterior a splendid appearance, than to combine convenience and comfort in the interior. A church, however beautiful its front, however harmonious the proportions of the interior may be, is constructed improperly if the congregation or the larger portion of it, cannot catch the sermon of the preacher. A cathedral or church, even should it be built in the purest and noblest style, answers very badly the purpose for which it is intended if those present are not enabled to see and hear well in all parts of the house. Unfortunately, architects endeavor too frequently to make their names celebrated by commanding façades, put up according to the rules of architecture, while they care very little about the purpose for which the edifice is appointed. On the other hand, a librarian knows generally very little about regular architectural beauty, even though he may pride himself upon the diligent study of Ruskin's eminent works; but he ought to understand well how to make the best use of room, and must be thoroughly acquainted with the most convenient arrangements for his books.

In contemplating the erection of an edifice for a library, it is most necessary to consider the means of protection from the dangers of fire and water, and other destructive influences; the choice of a site remote from a noisy or dangerous neighborhood, such as that of theatres, factories, &c., but notwithstanding, conveniently situated for the visitors of the library; a regard to the wisest use of room, as well as to the comfortable and elegant arrangement of the interior; and finally, the possibility of an enlargement, if it should become necessary.

The plan of heating rooms with warmed air and lighting them with gas, is probably the best known and most approved, in consequence of its efficiency, and the almost entire annihilation of the dangers of fire. For these reasons it is the best method to be adopted in a public library.

Economy in the use of room is one of the most essential requisites in an edifice destined for a collection of books. The apartments should either only be so high that the top shelves are easily accessible by a light and transportable ladder, or be crowned with galleries, on which cases for books may be placed.



A. Entrance.
B. Principal Desk.
C. Desk of Librarian.
D. " " Assistant Librarian.
E. " " Junior Librarian.
F. Railing.
G. Book-shelves, or recesses.
H. Doors in the railing.

In some of the European libraries and reading rooms, skylights with panes of muffled glass have been introduced with great success. They admit light enough, and at the same time afford protection from the dazzling rays of the sun. The most suitable form for a library room seems to be a long and wide saloon, well lighted from above or both sides.

The book shelves should be fixed either to the walls, or if the room does not admit of it, they should form small recesses like those annexed on this and the next page:

Besides the room destined for the library itself, there ought to be a reading-room and some other smaller apartments. It would perhaps

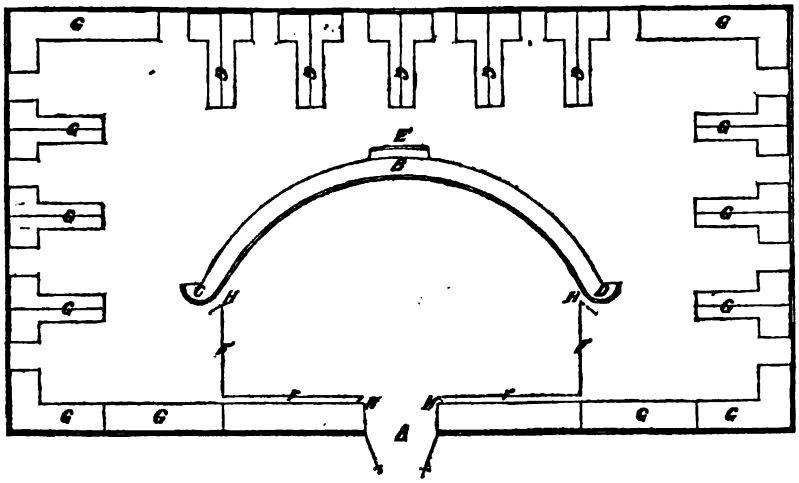
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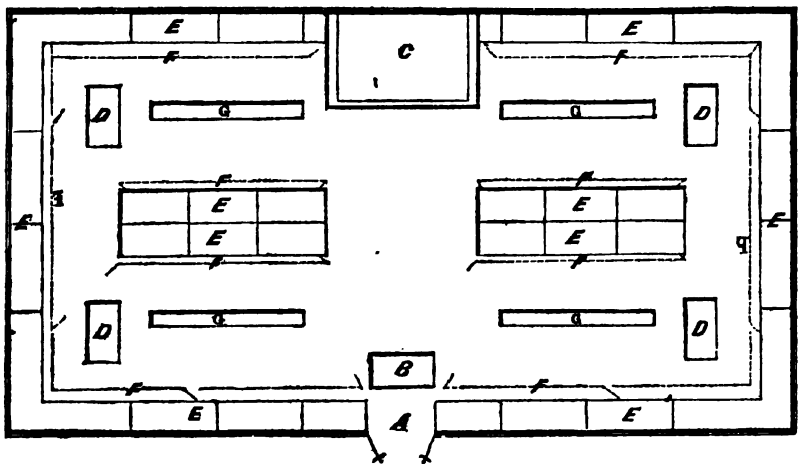
prove advantageous to have closet adjoining the reading-room for a wardrobe, for which a keeper might be hired with a small salary, or any one might obtain the use of this wardrobe, by the payment, in large towns, of one or two cents, every time, as is done, for instance in Paris.

The advantage of having the reading-room separated from the library is very great. The room can be made more agreeable if not united with the library, so that the readers will not be interrupted constantly by the noise of comers and goers.

There are very few persons who have not found that every mental labor becomes easier, where the body is placed in a comfortable position. To be uncomfortably seated before too low or too high, or shaking tables, with cold feet and facing the light, are the causes of very disagreeable distractions. On the other hand the mind becomes animated and prolific when the body is at ease. The addition of writing-desks to the usual tables would undoubtedly give great satisfaction to all visitors of the reading room.

In a public library, it is essentially necessary that the books and the officers employed should be separated from the visitors, by a railing (see the plan), which might be the continuation of a desk in the form of a semicircle, on which the latest publications might be placed for the inspection of members, just as they usually are now in large public libraries.





The height between the shelves depends of course *on the size* of the books, which are to be placed upon them.

The usual measure for folios is 16 by 18 inches.
Quartos, 10 by 11 "
Octavos, 8 "
Duodecimos, 7 "

And then there will always be room enough to take the books out without rubbing them against the boards. The shelves should at least be 15 inches wide, to admit of a sufficient circulation of air.

Perhaps the most conveniently arranged and latest built library on the Continent of Europe, at present, is the Libraire de St. Génévieve at Paris. The Cardinal de la Rochefoucauld, Abbot of the Génofains, enlarged the library, which is that of the old Abbey of St. Génévieve, considerably by his donations. Situated near the theological, medical, and law colleges, it has been enriched by works auxiliary to the study of the students, who in large numbers inhabit the neighbourhood. It contains about 250,000 printed volumes, and 3,000 manuscripts, of which a well arranged ticket catalogue (*i. e.*, the titles of the books written on slips of paper, and put in an alphabetical order) exists. The library is open from 10 A.M. to 3 P.M., and from 6 to 10 P.M, except Sundays and holidays; it is lighted with gas, proceeding from pipes in the shape of chandeliers fixed on the tables. In winter the whole building is heated by furnaces in the cellars.

The structure itself is well deserving of a more detailed description. The whole of the groundfloor is divided by the large and beautiful entrance and staircase, on one side of which there is the room for the preservation and use of the manuscripts, illustrated works, engravings, rare books and typographical curiosities, which are all kept in cases with glass doors; on the other side several smaller rooms occupy the remainder of the floor. Ascending the spacious and commodious staircase, which is ornamented with the statues of the heroes of French literature, we arrive at the first floor which is reserved entirely for the large saloon comprising the library and reading room. The design annexed may perhaps supply an idea of the interior arrangements.

A. Entrance.

B. Seat of the Overseer, who does not allow a person to go out with a book, without a written permission.

C. Desk of the employés de reserche (those who refer to the catalogues), the Librarian and his first assistant. The latter directs the visitors to the different departments, superintended by his colleagues, who are seated at their desks at

D. And who have to give out the books asked for.

E. Book-shelves, which are not accessible because of the railing F, which runs around all the walls and uprights. G. Table.

In this library, books are not allowed to go out but in cases of necessity, and then the person who takes them has to give a receipt, returned to him when the volumes are brought back.

The further prosecution of the preceding ideas of the structure of the building for a library, according to the claims of our times, ought of course to be left to practical architects.

WHAT A SCOTCHMAN MAY BECOME.—At a meeting held in Edinburgh recently, to obtain political "justice for Scotland," Sir A. Alison, the historian, related the following anecdote:—

"Gentlemen, one very curious thing occurred to show how Scotchmen do rise all the world over, and with this anecdote I will conclude. Marshal Keith had the command of the Austrian army, which long combated the Turkish forces on the Danube, under the Grand Vizier, and after a long and bloody combat, the two generals came to a conference together. The Grand Vizier came mounted on a camel with all the pomp of eastern magnificence. The Scotch Marshall Keith, from the neighborhood of Turriff in Aberdeenshire, at the head of the Austrian troops, had a long conference, and, after the conference, the Turkish Grand Vizier said to Marshal Keith that he would like to speak a few words in private to him in his tent, and he begged that no one should accompany him. Marshal Keith accordingly went in, and the moment they entered, and when the conference in the tent was closed, the Grand Vizier threw off his turban, tore off his beard, and running to Mashal Keith said, 'Ou, Johnnie, foo's a' wi' ye, man.' (Loud laughter.) And he then discovered that the Grand Vizier of Turkey was an old school companion of his own, who had disappeared thirty years before from a parish school near Methlie. (Laughter.)—*London paper.*

SORROW AND RESIGNATION.—The very things which touch us the most sensibly, are those which we should be the most reluctant to forget. The noble mansion is most distinguished by the beautiful images which it retains of beings past away; and so is the noble mind. The damps of autumn sink into the leaves, and prepare them for the necessity of their fall; and thus insensibly are we, as years close around us, detached from our tenacity of life by the gentle pressure of recorded sorrows. When the clasping of hands so lately linked, hath ceased; when youth, and comeliness, and pleasantry are departed,—

> Who would desire to spend the following day
> Among the extinguished lamps, the faded wreaths,
> The dust and desolation left behind?

But whether we desire or not, we must submit. He who hath appointed our days, hath placed their contents within them, and our efforts can neither cast them out nor change their quality.—*Ibid.*

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Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Examination at the Hamilton Central School.

At the Examination, the progress of the scholars was considered, by those who were especially competent to form an opinion upon the subject, as unusually great, and such as to entitle Mr. Sangster, and the other teachers of the school, to the highest praise. The examinations upon the several branches of knowledge were of deep interest, and productive of much pleasure, from the ready answers which were almost uniformly given to questions which, to us of the older day, would seem too abstruse for immediate reply. But, apart from all this, and constituting a higher ground of gratification, is the consideration of the results of what is termed the *new system*. It is, when the exhibition of yesterday is compared with the common-school teaching of a former day, that the subject becomes one of overwhelming interest. It is scarcely necessary to refer to the state of education in our former sectional schools—the remembrance of them is painful—to visit them was repulsive. In saying this, we would not desire to censure the teachers of those days, or the scholars, or the parents; the error was not wholly in the one or in the other, but it was in the *tout ensemble*,—in other words, in *the system*. At the Central School, on the other hand, were to be seen, as we have said, a mass of children, of almost all ages, of all ranks, and of both sexes, all under perfect discipline, clean and tidy in their persons, and their countenances beaming with happiness and intelligence. If the gratification of the examinations went no farther than in the witnessing of twelve hundred children happy—if the only pleasurable feeling were those to be derived from the survey of the countenances of happy mothers, and gratified relatives, listening to the apt replies of those in whom they were taking each an individual interest—if these constituted the sole source of pleasure, there was much to cause a heavenly-minded satisfaction in the heart of the benevolent; but, such a heart could not stop at this point; the philanthropist would reflect upon the events of a future day: he would picture to himself these well-disciplined intelligent and happy children converted into the men and women of a future generation; he would remember, as was well observed by Mr. Sangster, the excellent Principal of the school, that the children of to-day will be the Divines, the Statesmen, the Lawyers, or the domestic and useful mothers and wives of a future era; that they, and such as they, will constitute the Canadians of the next generation; and, reflecting on all this, the benevolent observer would rejoice more than words could speak, or the pen define, that he lived in a day when education had ceased to be a drudge and a terror to the recipient, and a heavy task to the teacher, and had become a labor of love—or mutual source of satisfaction. Those who witnessed these examinations will heartily respond to these sentiments, and will pray that the blessings of such an education as that of our Central School, may be diffused throughout the length and breadth of our land; nor will they fail to pity those whose absorbing attention to business, whose never ceasing interest in themselves and their own affairs, have deprived them, by their absence from these examinations, of an opportunity of enlarging their minds, and of opening their hearts to something better than their counting houses and Ledgers.—*Communicated to the "Spectator."*

School Examinations in Belleville.

The *Hastings Chronicle* in reporting the recent Examinations, thus remarks:—"These Examinations were a complete triumph in favour of Free Schools. The attendance which they drew is, we think, a strong indication that the all-important subject of educating the rising generation is attracting the attention of the public, especially the parents, who evidently feel the necessity of having their children educated; they are convinced that if they are to keep pace with the spirit of the age, they must be educated. If the children of this town remain in ignorance, the fault must rest with their parents and guardians, as our Schools are free, and under the charge of excellent Teachers. At the Examinations the audience was addressed on the several evenings by Geo. Benjamin Esq., Dr. Hope, Rev. Mr. Gregg, and J. D. Pringle, in a very effective manner. Dr. Hope entered very minutely into the subject of Free Schools, giving a very accurate detail of the progress of the schools during the past year, and referred particularly to the attendance of children, as well as the expenses incurred in the support of our common schools; he said that those statements were obtained from the School Trustees, and which he believed was in the main correct; though there might be a few small accounts to be added, they would not materially affect these statements. It is satisfactory to know that the amount raised for each child of school age in 1852, in the State of Massachusetts, $4 71cts, showing a balance in our favor of $2 52cts, when compared with the following statements:—

Probable number of children of School age,	1400
Number registered at public Schools, including separate School,	1357
Do. do. Grammar School,	90
Do. do. Private Schools,	54
Total registered as attending School,	1501
Actual daily attendance at Common schools including separate School, and estimating according to the legal average attendance when the schools were supported by rate-bill, viz., that those who attend one third of a quarter shall be charged for *two thirds* we have	760
Daily average attendance at the four public Schools under the charge of the Board of School Trustees, according to the above estimate	590
The value of School property belonging to the School Trustees,	£2300
For £1500 of which the Town pays eight per cent, interest	120
Do. £700, say six per cent,	42
	£162
Amount of teachers' salaries (allowing £100 for the Teachers of separate School,) and other incidental expenses £717 10 0	
Deduct School grant, 112 10 0	£605
	£767
Amount raised per child of school age,	10s. 11¼d.
Do. do. registered attendance including separate School,	11 3½
Do. do. legal average attendance, including separate school,	20 2
Do. legal average attendance at four public Schools under charge of the Board of School Trustees,	22 7

When we take into consideration that we have the best School houses, amply supplied with every requisite to assist the Teachers in communicating instruction, and that each School has a Teacher receiving £100 and an Assistant at £50, we think the Trustees must have conducted the Schools with the most rigid economy.

University College, Toronto.

The graduates and students of University College have lately organized a Literary and Scientific Society, under the patronage of the College Council, similar to associations already existing in universities in England and the United States. The President and professors are, *ex officio*, patrons of the society, and control its decisions and management. The following officers have been elected for the present academical year:—*President*—Adam Crooks, M.A., B.C.L.; *Vice Presidents*—W. W. Baldwin and C. E. English; *Secretary*—E. M. A. Crombie; *Treasurer*—J. E. Sanderson; *Council*—Edward Blake, B.A., and James Brown, B.A., from the graduates, and Thomas Hodgins and Charles J. Macgregor, from the students. Dr. Wilson, Professor of English Literature, delivered the opening address of the society, before the professors and students, on the 8rd instant.

Chatham Grammar School.—The *Western Planet* states that "the contract for the erection of a grammar school, at a cost of $3,000, is already given out; and the building will be completed early next summer. Chatham will, ere long, have nothing to complain of in point of public buildings."

BRITISH AND FOREIGN

MONTHLY SUMMARY.

The Earl of Eglinton has been elected Lord Rector of Glasgow University, after a sharp contest with Alfred Tennyson, the Poet Laureate.....Sir Edward Bulwer Lytton has been unanimously elected to the office of Honorary President of the Associated Societies of the University of Edinburgh ...The success of the system of education pursued in the Queen's

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College, at Cork, was endorsed in the following manner, a few days since, by Sir R. Kane, on the occasion of the distribution of prizes to the students:—"We have had, pursuing their studies together in this college, in each year, some one hundred and fifty young men, of various social conditions, of various degrees of intellectual capacity, and of various forms of belief, and there has not occurred among those masses of students *a single instance of controversy or collision;* not in a single case has it been necessary to apply those rules of discipline wisely provided by our statutes for the repression of serious irregularity of conduct; and in the higher responsibilities of morality and religion, I believe I may appeal to the reverend gentlemen, who, being officially conected with this college, have favoured me with the expression of their views, and who consider the conduct of the students in those regards to merit their full approval....The Rev. Professor Maurice has been dismissed by the Council of King's College, London, for unsoundness of religious doctrine, as exhibited in his definition of the word "Eternal." He is determined to test their prerogative in the courts of law. His Chair has been filled by the Rev. Dr. McCaul, brother to Dr. McCaul of this city...The death of the Rev. J. S Grover, A.M. Vice-Provost of Eton College is announced....The Emperor of Austria has issued a decree directing that, from the first of January, 1854, public instruction shall be given exclusively in the German language in all the state colleges of Hungary. At present the professors in these colleges give their instruction in Latin, Hungarian and German....The correspondent of an English paper thus refers to the state of education in the Island of Corsica, the birth-place of Napoleon:—"Education has made but little progress among the peasantry. Every village is supposed to have its schoolmaster, salaried by government, but in many instances his residence and labours are restricted to a few short months; for the children pass their days in the forests, with their flocks. In the towns, matters are on a better footing. Bastia and Ajaccio have their classical establishments, as well as elementary schools. These are almost exclusively in the hands of the *Frères de la Doctrine Chrétienne.*"

UNITED STATES.

MONTHLY SUMMATY.

At a recent convention of classical teachers at Albany, N. Y., the following resolutions among others were passed:—"Recommending to academies a proportionate advancement in the standard of requirements. A hearty approval of free education. In favor of the effort to separate the office of Secretaay of State from Superintendent of Common Schools. For teachers' department in academies. For the maintenance of the Normal School. Opposed to sectarian division of school moneys. And favourable to increased appropriations in aid of colleges, academies and common schools.

A college has been established among the Germans in North Carolina, called Catawba College.

A NOBLE INSTANCE OF LIBERALITY.

The Rev. Dr. Nott, who for fifty years has presided over Union College, N.Y., has made donations to that institution to tho amount of six hundred thousand dollars. The following are the endowments. The several sums are to form a perpetual fund, the income only being used for the various purposes:—

For the establishment of nine professorships, $15000 each per annum	$225,000
Six assistant professorships or tutorships, at $600 per annum	60,000
Observatory	20,000
Sixty-eight auxiliary scholarships	50,000
Fifty prize scholarships for under graduates	50,000
Nine prize fellowships for graduates, $300 each per annum	45,000
Cemetery and pleasure grounds	20,000
Philosophical, mathematical and chemical apparatus	10,000
Text-books	5,000
Scientific, classical, philosophical, theological, medical, and law books	30,000
Cabinet of geological specimens	5,000
Historical medals, coins, maps, paintings and other historical memorials	5,000
Lectures on the dangers and duties of youth, especially students; the development and preservation of the physical, intellectual and moral constitution of man; preservation of health, and on the laws of life	10,000
To meet taxes, liens, assessments, incumbrances, insurance and compensation to visitors, and to make up any deficiencies in the income of any of preceding principal sums, so as to secure the attainment of the objects and purposes designed	75,000
	$610,000

There are to be five visitors appointed, charged with the duty of acting in connection with the trustees, and seeing that these trusts are faithfully carried out.

PROGRESS OF EDUCATION AND LIBRARIES IN THE STATE OF NEW YORK.

His Excellency, Governor Seymour in his annual address to the Legislature of N. Y. states, that the School Fund of the State in September last, was $2,382,251, being an increase over the previous year of $28,727. For the present year the Superintendent has appropriated $1,101,240 of which $300,000 will be raised by direct taxation. The following important facts are stated:

The number of schools in 1852 was 11,684.

	1851.	1852.
Whole number of children taught in district schools	862,507	866,935
Number attending private schools	31,767	36,844
Number attending colored schools	4,416	1,680
Average number of months that schools were taught in the districts by duly qualified teachers	7 7-16	7 9-10
No. of volumes in district libraries	1,570,131	1,604,210
Amount paid for teachers' wages	$1,688,316.00	$1,981,870.00
Amount paid for district libraries	90,679.50	49,499.39
Total amount expended for common schools	2,249,814.92	2,469,248.52

"The office of the teacher," says Governor Seymour, "is held in much greater esteem than it was a few years since. The influence of the Normal School is felt throughout the State, as it furnishes an increasing body of teachers whose superior acquirements and competency have shown the great advantages of well educated and thoroughly prepared instructors." Suggestions have sometimes been made that the duties of the Superintendent of Education should be added to those of the Provincial Secretary; the example of New York, being quoted as a precedent. Governor Seymour recommends exactly the opposite course; the disuniting of the two offices. The establishment of scholarships in the higher educational institutions is recommended. The education of idiots in a separate asylum is said to have produced satisfactory results.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The Royal Observatory at Brussels has just been placed in electric communication with the Royal Observatory, Greenwich, for the purpose of facilitating the determination in a direct manner of the difference of longitude between the two establishments. This operation is one of extreme delicacy, as well as of great importance to geodesy. The electric communication is made in such a manner that every oscillation of the pendulum at Brussels will be represented with accuracy at Greenwich, and *vice versa.*——Lady Nicholas Harris, for her husband's literary services, has received a pension of £100 a year from the Queen. The Queen and Prince Albert have signified their intention of subscribing £100 towards the erection of a monument at Grantham to the memory of the great Sir Isaac Newton.——The death of Captain Warner, famous for his "long range" in gunnery is announced. The secret is stated to be left in his papers, and is now the property of his widow.——The Select Committee on English Parliamentary papers recommend the distribution, postage free, to mechanics institutes and similar bodies, of such Parliamentary papers as may be considered most suitable in the circumstances of the locality.——There are thirty-four newspapers in the Ottoman Empire, as follows:—Constantinople itself has thirteen papers, Smyrna six, and Alexandria one. Servia is rich in its periodical press, having eight papers, while Wallachia and Moldavia jointly have only four.——Letters from Naples announce that another ancient town has been discovered several feet under ground, between Acerno and Scaffari. It is stated that it does not resemble Herculaneum or Pompeii in any respect.——A project is on foot to establish an Institute of Science and Art in Birmingham in England, to consist of two departments—one

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a general department, the other schools of industrial science. Under the former head will be embraced—1st, the literary branch, comprising general and reference libraries, reading-rooms, accommodation, as far as may be practicable, for the literary societies of the town, and lectures on subjects kindred to this branch; 2nd, museums; 3rd, a collection of mining records; 4th, lectures on general scientific subjects; 5th, periodical meetings for the reading and discussion of original communications, upon the plan of the sections of the British Association; and 6th, a gallery of fine arts for reception of examples of painting and sculpture. The schools are intended to give systematic instructions in chemistry as applied to the various manufactures and agriculture; mechanics, metallurgy, mineralogy, and geology, ventilation of mines, and mining, engineering, &c.——It is intended to send out another arctic expedition in the summer of 1854. The object of the expedition will be to endeavour to make a passage into the polar sea, *to the north-east of Spitzbergen*—quite a new route.——The King of Bavaria, at his last birth-day, instituted a new order, called "the Order of Maximilian of the Arts and Sciences." The decorations of the order have been already sent to several learned men and artists.——A Russian Savant, M. Jacobi, has invented an apparatus for employing electricity in attacking whales. By means of it, several successive shocks can be given to the large leviathan, and it is assumed that it will thereby be rendered powerless.

JOURNAL OF EDUCATION
Upper Canada.

TORONTO: JANUARY, 1854.

LORD ELGIN IN EDINBURGH.

The Earl of Elgin presided at the annual meeting of the "Apprentice School Association" of Edinburgh, on the 16th January, and delivered a beautiful address on the occasion. Alluding to Canada, His Excellency said:—"I make bold to say that there is no part of the continent of America in which more has been done within the last few years to extend education to all ranks and classes in the community, or in which more liberal exertions have been made, and more liberal co-operation has existed between the Government and the people, to effect that great object, than in the British colony of Upper Canada." [Applause.]

COMPULSORY EDUCATION.

At the annual meeting of the "Apprentice School Association," held in Edinburgh on the 16th January, the Rev. Dr. Guthrie, in the course of a powerful address, expressed the following sentiments in respect to compulsory education:—"He held that the State ought to charge itself with the duty of seeing that every child in the country had the means of education, and should charge itself, in addition, with the duty of seeing that every child in the country was educated. Some people might start at this, and say, 'Oh, you interfere with the liberty of the subject.' But why should the State take care that the child of every mill-spinner should be taught, and punish the parent for neglecting it, and not take the same care of the children of the Grassmarket or the Cowgate? The law did not allow a man to starve his child. It was very cruel, it might be said, to starve the body. Very cruel, it was true; and the State interfered with the liberty of the subject there; but if it was right in the law to compel the parent to feed the child's body, was it right in the law to compel the parent to starve his child's soul? Suppose the law did not compel him to feed the child's body, death would step in, and relieve society of the evil there; but if they did not compel him to feed the mind, what happened? The untaught child, in nine cases out of ten, became a burden, a nuisance, a danger to society."

Official Circular addressed to the Clerks of County Municipalities in Upper Canada, on the appointment of Grammar School Trustees.

EDUCATION OFFICE,
TORONTO, 14*th January*, 1854.

SIR,

According to the provisions of the new grammar school act (16th Vict., cap. 186) which came into force the beginning of the current year, the county municipal councils are to appoint the trustees of the grammar schools throughout Upper Canada; and I address you this circular [which you will please lay before the council of which you are clerk], in order to draw the special attention of your council to the 9th section of the act, which provides that "the several county municipalities in Upper Canada, at their first sittings to be held after the first day of January, 1854, shall select and appoint three fit and proper persons to be trustees for each of the grammar schools within their counties or union of counties, and shall decide the order in which the said persons so chosen shall retire from the said board." Before adverting to the duty of county councils under this clause of the act, I may remark, that among other points of difference between the new and former grammar school acts, are the following:—1st, Instead of there being one board of trustees for the management of *all* the grammar schools in a county, there is to be a board of six trustees for *each* grammar school. 2d, All the trustees of grammar schools are to be appointed by county councils, instead of by the Crown. 3d, One-third of the members of each grammar school corporation retires from office annually, and the places of the retiring members, as well as all other vacancies, are to be filled up by the county council, as provided in the 9th section of the act. 4th, All the trustees of such grammar schools, as may be hereafter established, are to be appointed by the county municipalities, as provided for by the 10th section of the act. 5th, The board of trustees of each grammar school has the appointment and removal of all the officers, and the entire management of the school. 6th, In each grammar school certain subjects are to be taught and certain regulations are to be observed.

It will, therefore, be seen that the success and usefulness of each grammar school will be very much affected by the character and qualifications of the trustees appointed; and their character and qualifications will altogether depend on the appointments of the county councils.

One of the objections most strongly urged against the new grammar school act has been, that county councils were not competent to select, or, from the influence of personal or party feeling, would not select fit and proper persons to manage the grammar schools. I earnestly and confidently hope, that your county council will, by its selection of trustees, falsify this objection, show the groundlessness of the fears which have prompted it, and justify the large recognition of the popular principles of government which characterize the provisions of the grammar school act. The true way for a people to secure the continuance and extension of popular government is to administer it in the most equitable and beneficial manner.

Now, as none but persons acquainted with agriculture can judge of the qualifications and proceedings of a professed agriculturist; so none but persons acquainted with the subjects taught in grammar schools are fully competent to judge of the labors of the masters and their assistants, the wants of the

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schools and the best means of promoting their interests. In the 5th section of the act it is provided—

"That in each county grammar school provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and commercial education, including the elements of natural philosophy and mechanics, and also in the Latin and Greek languages and mathematics, so far as to prepare students for University College or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council; Provided always, that no grammar school shall be entitled to receive any part of the grammar school fund, which shall not be conducted according to such programme, rules, and regulations."

This section of the act shows most clearly what ought to be the qualifications of persons selected as trustees of grammar schools; may I most earnestly entreat your council to spare no pains to select, both from the clergy and laity, without regard to sect or party, persons thus qualified to manage the affairs of your grammar schools, and at the same time interested in promoting their efficiency and success.

As the act did not come into force until the commencement of the current year, the regulations, programmes, &c., authorized by it, cannot be prepared, receive the approval of the proper authorities, and be published before March or April; and all parties concerned will not be able to become properly acquainted with them, and give them practical effect, before the beginning of the second half of the current year. The 17th section of the act confirms all existing appointments and arrangements until revoked or changed according to the provisions of the same.

The regulations, programmes, and forms for conducting grammar schools under the new act, will be prepared and transmitted with as little delay as possible; and I purpose then to address a circular to the several boards of trustees on their peculiar duties and responsibilities, and the position which grammar schools are intended to occupy, and the objects which they are expected to accomplish. I may, however, add in this place, that I intend to procure and provide text-books, and other requisites which may be recommended to be used in grammar schools, in the same way that I have provided text-books and other requisites for common schools; an arrangement which will be as convenient as it will be economical for all parties concerned.

I have the honor to be, Sir,

Your obedient servant,

E. RYERSON.

P.S.—See also the important provision in the 28th section of the school act of 1850.

Official Circular addressed to heads of townships and school municipalities in Upper Canada, in forwarding library books.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, *January*, 1854.

SIR,—I have pleasure in stating that on the I forwarded to your address box of Library Books, and immediately afterwards enclosed the Shipper's Receipt for the same.

You will please check off each book from your copy of the printed Catalogue issued by this Department, in order to compare it with the Invoice of your books, which will be made out and forwarded to you as soon as possible.

As I have been able to obtain many of the books on more favorable terms than formerly, you will find a considerable number of your books charged less than at the prices marked in the printed Catalogue—one object that I have in view being to provide the books at the least possible expense to the municipalities. With your books are sent, one copy of four volumes of the *Journal of Education;* one copy of my Annual School Reports for 1850 and 1851; printed labels to insert in the books, and a sufficient quantity of strong paper to cover them. For these no extra charge is made; nor for the boxes in which they are packed, nor for the conveyance of them to the wharf or railroad.

The Library Books, for the most part, being forwarded to the Municipalities some weeks later than I had intended, I think it proper now to offer some general explanations, which, I trust, will prove satisfactory to all parties concerned.

1. The labour and time required for examining the books and preparing the printed Catalogue and Regulations, put it out of my power to complete them until after the middle of August, and by the packet of the 1st of September, orders were sent for the books required from England, which were purchased and got ready to be shipped from Liverpool by the end of that month, but were detained in Liverpool nearly a month, on account of the steamers being completely filled with goods previously engaged. During the following month, the American purchases were made; but the orders, in some instances, were so varied and large, that the publishers had not sufficient stock in hand to execute them without two or three weeks' delay. The greater part of these books did not arrive until after the middle of November; and then it was necessary to check every invoice and sort the books according to the numbers on the official catalogue, before the selection of Libraries could be commenced. The method adopted has been first to select and send out the Libraries to the more distant municipalities, and to those which depended upon water navigation for the conveyance of their books, and then the libraries for the municipalities whose books would be conveyed by land. Favored by the mildness of the season, our wishes have been accomplished in every instance as far as depended on the lake navigation.

2. As it has been necessary to make the greatest exertions and haste to select and dispatch these Libraries, some errors and omissions may have occurred—all of which will be rectified on their being intimated to me. In a very few instances, the last edition of works mentioned in the printed catalogue had been exhausted, and another edition had not yet been printed. In such cases, for the book desired, another from the catalogue has been selected. Again, as I had to make up the first series of orders to the publishers, upon a conjecture as to the comparative number of copies of each work would be applied for, I have found that some particular books have been selected for every Library, and therefore a greater number of copies than I had ordered. In such cases, if another book equally good, on the same subject, could not be substituted, the completion of the list of books furnished, has been deferred, until I could get the works I desired. And as I have already sent off a second series of orders for another supply of Library books, I shall, in

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the course of a month, be able to provide all the works requested, so far as they are in print.

3. I have also pleasure in informing you, that I have made a large and valuable addition to the number of books selected for public libraries; and in a few weeks I will cause to be published in the *Journal of Education* a SUPPLEMENTARY CATALOGUE of more than a thousand volumes, from which, as well as from the catalogue already printed, you can select at your pleasure, in order to make up the balance of books required for your library, or such as you may hereafter require.

4. In commencing so large and novel a work, unforeseen difficulties and delays have occurred. Had I consulted convenience and completeness of arrangement, I would have allowed myself six months more time for preparation; but I thought a beginning under even so serious disadvantages, would be more than compensated by the pleasure and profit experienced by tens of thousands of persons in various municipalities of Upper Canada in the perusal of useful and entertaining books during the present winter.

5. I have thought due to you and myself to make these frank and detailed explanations, that no misapprehension may exist as to the causes of a few weeks' delay in the commencement of so huge an enterprise, and in attempting to supply so large a number of libraries in the course of a single month; and that all parties concerned might thus perceive that, as no such beginning and pressure can again occur, no such delay and imperfectness in supplying libraries, will be again experienced.

I have the honor to be, Sir,

Your obedient servant.

E. RYERSON.

P. S.—In the boxes of books will be found a number of School Registers, which are intended for Local Superintendents, to be furnished by them to the Trustees of Schools under their charge. These Registers you will please to hand to the parties to whom they are addressed.

SUPPLEMENTAL.

GENERAL CATALOGUE OF BOOKS FOR PUBLIC LIBRARIES IN UPPER CANADA.

SANCTIONED BY THE COUNCIL OF PUBLIC INSTRUCTION, UNDER THE AUTHORITY OF THE COMMON SCHOOL ACT OF 1850, FOR UPPER CANADA.

HISTORY.

(Continued from the Journal of Education for July, 1853, page 108, 109.)

ANCIENT HISTORY.

113. *Farr's Ancient History,*—(4 vols. 12mo. American Edition.) Containing the History of the Egyptians, Assyrians, Chaldeans, Medes, Lydians, Carthaginians, Persians, Macedonians, the Seleucidæ in Syria, and Parthians. From Rollin and other authentic sources, both ancient and modern. By EDWARD FARR. In four volumes. 12mo., cloth, pp. 310, 333, 329, 362=1334, *rcb.* Price $1.60.

GENERAL HISTORY.

114. *Weber's Universal History,*—(1 vol. 8vo. American Edition.) Outlines of Universal History, from the creation of the world to the present time. Translated from the German of Dr. GEORGE WEBER. By Dr. M. BEHR. Revised and corrected, with the addition of the History of the United States of America. By FRANCIS BOWEN, A.M. 8vo., half sheep, pp. 559. *jhs.* Price $1.20.

115. *White's Universal History,*—(1 vol. 12mo. English Edition.) Elements of Universal History on a new and systematic plan; from the earliest times to the treaty of Vienna. To which is added a summary of the leading events since that period. In three parts. I. Ancient History. II. History of the Middle Ages. III. Modern History. With Maps By H. WHITE, B. A. 12mo., sheep, pp. 676, *ob.* Price 90 cts.

116. *Tytler's General History,*—(1 vol. 12mo. English Edition.) Elements of General History, ancient and modern. By ALEXANDER FRASER TYTLER, F.R.S., Lord Woodhouselee. Continued to the present time. With a Map and Chronological Table. 12mo., cloth, pp. *hgb.* Price 75 cts.

JEWISH HISTORY.

117. *Nelson's Josephus,*—(1 vol. 8vo. English Edition.) The complete works of Flavius Josephus. Translated by WILLIAM WHISTON, A.M. In one volume. 8vo., cloth, pp. 856, Index 23=879. Double columns. *tns.* Price 95 cts.

118. *Nelson's Josephus,*—(English Edition.) The same work with plates, *tns.* Price $1.15.

119. *Blackie's Josephus,*—(English Edition.) With maps and illustrations, *bs.* Price $5,00.

120. *Hale's History of the Jews,*—(12mo. English Edition.) The History of the Jews from the time of Alexander the Great to the destruction of Jerusalem by TITUS. A.M. 3595, B.C. 409, to A.D. 70. With side indices. By the Rev. WILLIAM HALE, A.M., Archdeacon. Being volume seven of the "Encyclopedia Metropolitana." 12mo., cloth, pp. 111, *jjgc. ryc.* Price 50 cts.

121. *The Jewish Nation,*—(12mo. Religious Tract Society.) Containing an account of their manners and customs, rites and worship, laws and society. With numerous illustrative engravings. London: Religious Tract Society. 12mo., cloth, pp. 452. Price $1.00.

122. *The Jewish Nation,*—Same work. American Edition. Revised, with some omissions. By the Rev. D. P. KIDDER, A.M. 12mo., cloth, pp. 416, *cp.* Price 70 cts.

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(Continued from the Journal of Education for August, 1853, page 115.)

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PHYSICAL SCIENCE.

(*Continued from page* 116, *of the Journal of Education for August*, 1853.)

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2. CHIEF SUPERINTENDENT.

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3. COUNCIL OF PUBLIC INSTRUCTION.

Section thirty-six enacts that it shall be the duty of the Council of Public Instruction:

"*Fifthly.* To examine, and, at its discretion, recommend or disapprove of text-books for the use of schools, or books

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for School Libraries: Provided always that no portion of the Legislative School Grant shall be applied in aid of any school in which any book is used that has been disapproved of by the Council, and public notice given of such disapproval."

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Section twenty-nine enacts that "it shall be the duty of each County or Circuit Board of Public Instruction. *Fourthly*, To adopt all such lawful means in their power, as they shall judge expedient, to promote the establishment of School libraries, and to diffu[illegible] unty or [illegible]

[illegible] County Municipal Councils.

Section [illegible]-seven enacts that "it shall be the duty of the Municipal Council of each County, *Secondly*, To raise by assessment such sum or sums of money, as it shall judge expedient for the establishment and maintenance of a County Common School Library."

8. Township Municipal Councils.

Section eighteen enacts that "it shall be the duty of the Municipality of each Township in Upper Canada, *Secondly*, To levy at its discretion such sum or sums as it shall judge expedient for purchasing books for a Township Library, under such regulations, as shall be provided according to law."

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Section twenty-one enacts, "That the Council or Common Council of each city or incorporated town in Upper Canada shall be and is hereby invested, within its limits and liberties as prescribed by law, and shall be subject to the same obligations as are the Municipal Council of each County, and the Municipality of each Township, by the eighteenth and twenty-seventh Section of this Act" just quoted above.

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Section twenty-five enacts, "That the Municipality of every incorporated village shall possess and exercise all the powers, and be subject to all the obligations with regard to the levying and raising of moneys for the establishment and maintenance of school libraries within the limits of such incorporated village, as are conferred and imposed by this Act upon the Municipal Corporations of cities."

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N. B. The first Section of the supplementary School Act 1853 invests Boards of School Trustees with power, either to apply to their Municipality or employ their own lawful authority to raise by a general rate upon property, or otherwise, such sum or sums as they shall judge expedient for the establishment and maintenance of School libraries, etc.

12. Boards of School Trustees in Incorporated Villages.

The twenty-sixth Section of the School Act of 1850, and the 1st Section of the Supplementary School Act of 1853, confer upon Boards of School Trustees in Incorporated Villages, all the powers possessed by City and Town Boards as enumerated in the foregoing paragraph.

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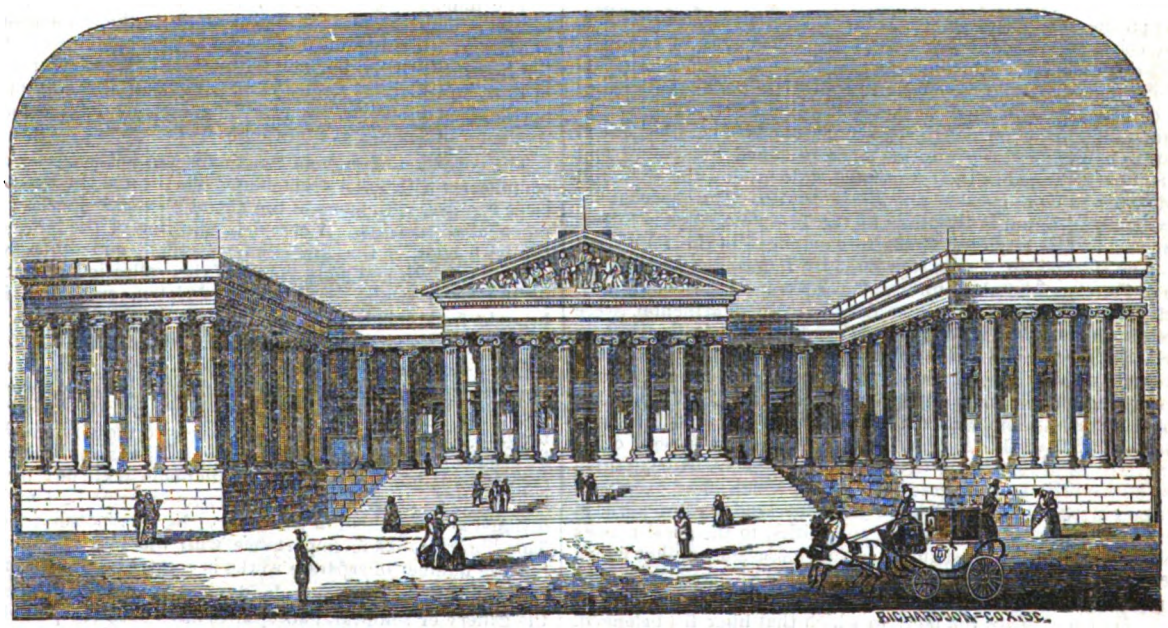
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CONTENTS OF THIS NUMBER.

		PAGE
I.	British Museum, London	77
II.	MISCELLANEOUS.—The Cheerful Giver (Poetry.) 2. Free Schools in Canada. 3. Age and connections of the Czar. 4. Amber Fishing. 5. Reform in the Civil Service of England. 6. Recent Census of Great Britain. 7. Japan and the Japanese. 8. Chinese Agriculture. 9. Friendship	79
III.	EDUCATIONAL INTELLIGENCE.—1. Canada, Port Hope Grammar School. 2. University College, Toronto. 3. Great Educational Enterprise in Chatham. 4. British and Foreign Monthly Summary. 5. Wellington College. 6. Oxford University Reform. 7. Schoolmasters in Bavaria. 8. United States Monthly Summary. 9. Facts of the Census	81
IV.	LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Editors of the British Reviews. 3. Extinct American Race. 4. Exploration of Africa	83
V.	EDITORIAL.—1. Explanatory Note. 2. Public Libraries in U. C. Law, Rules and Regulations relating to Libraries. 4. Legislative Aid to Worn-out Teachers in Upper Canada. 5. Provincial Certificates granted 11th Session, Normal School	84
VI.	Apportionment of School Grant of 1854, and Circulars to County Clerks, City, Town and Village Clerks, and to Local Superintendents	87



BRITISH MUSEUM, GREAT RUSSELL-ST. LONDON.

In continuing our sketches of the great public Libraries and Museums of the world, we present our readers in this number of the *Journal*, with a description of the richest and most important Museum in the British Empire, and a memoir of its originator.

The British Museum originated with a bequest from Sir Hans Sloane, a most industrious naturalist, of whose history the following sketch may not be unacceptable to our readers. Born in the north of Ireland, but of Scottish family, young Sloane showed an early love of natural history and medicine, and was carefully educated accordingly. At 16 years of age he was attacked by spitting of blood, which dangerous symptom caused him permanently to adopt a strict regimen, and to abstain from the use of all stimulating liquors. Continuing this course ever afterwards, he not only enjoyed a fair proportion of health, but lived to an unusual age. After many years of diligent study he settled in London as a physician, and became a Fellow of the Royal Society but in three years we find him embarking for Jamaica as physician to the Duke of Albemarle, governor of that Island. Owing to the death of the Duke, he was only fifteen months in Jamaica, but he managed to accumulate a vast number of specimens in natural history, which afterwards formed the nucleus of his museum, on which he spent large sums of money, enriching it in every possible way. He was appointed physician to Christ's Hospital, but never retained his salary, always devoting it to charity. In 1716 he was created a Baronet by George I. and in 1727 he became physician in ordinary to George II. In the same year he attained the highest honour a scientific man could receive in being appointed to succeed the great Newton in the chair of the Royal Society. He exercised the duties of this office with the greatest zeal until he arrived at the age of fourscore, when he resigned it, and

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retired altogether from public life. At his own manor-house at Chelsea he lived on to the great age of 93, when a brief illness terminated his life in the year 1753. He bequeathed his museum to the public on condition that 20,000*l.* should be paid to his family, the first cost of the whole having amounted to at least 50,000*l.* His books and manuscripts were included in this bequest, the former consisting of 50,000 volumes. The conditions offered by Sir Hans Sloane were responded to by Parliament, and his museum became the property of the nation. At the same time the Harleian Manuscripts were purchased by government, and the whole, with the Cottonian Library, which had been given for public use in the reign of William III., was formed into one general collection. A mansion in Great Russell-St., called Mantagu House, was purchased of the Earl of Halifax, for 10,250*l.*; and between the years 1755 and 1759 the different collections were removed into it, the new institution being thenceforth called *the British Museum*. As the contents of the Museum became more multiplied, new steps were taken, as thus detailed in the Synopsis sanctioned by the trustees:—Till the arrival of the Egyptian Antiquities from Alexandria in 1801, Montagu House was competent to the reception of all its acquisitions. The Egyptian monuments, most of them of too massive a character for the floors of a private dwelling, first suggested the necessity of an additional building, rendered still more indispensable by the purchase of the Townley Marbles in 1805. A gallery adequate to the reception of both was completed in 1807, after which, although the trustees meditated, and had plans drawn for new buildings, none were undertaken till 1823, when, upon the donation from his Majesty King George IV. of the library collected by King George III., the government ordered drawings to be prepared for the erection of an entire new Museum, a portion of one wing of which was to be occupied by the recently-acquired library. This wing, on the eastern side of the then Museum garden, was finished in 1828; and the northern and a part of the western compartment of a projected square have been since completed. The principal floor of the northern portion is devoted to the general library, removed frrom the former house; that of the western, both below and above, to ancient sculpture and antiquities generally. A part of the lower floor of the eastern wing is devoted to the library of MSS. The upper floors, both of the eastern and northern sides of the square, contain the collections of Natural History. The new southern front of the Museum is at present in progress. The last remains of the original building was removed in 1845. The new buildings were designed by Sir Robert Smirke, and are entered by a massive portico, which was not completed till 1847.

Among all the antiquities for which the British Museum is famous, the most celebrated are the Elgin marbles, a collection of exquisite specimens of Grecian art, which have been the wonder and admiration of sculptors, and of all who have taste to appreciate their beauty, since the Earl of Elgin brought them to this country in 1801. These marbles adorned the Parthenon at Athens, a model of which building assists the visitor to understand the position once occupied by statues and bas-reliefs, now arranged in their mutilated state around the walls and on raised stages in what is called the *Elgin Saloon*. Marbles contemporary with these, found in the ruins of the Temple of Apollo Epicurius, near the ancient city of Phigalia, are arranged in the *Phigalian Saloon*. The Temple of Apollo was built by Ictinus, an architect of the time of Pericles, who also built the Parthenon. A series of tombs, bas-reliefs, and statues, of an earlier date than the Parthenon, were discovered in the ruined city of Xanthus, and brought to England by Sir Charles Fellowes. These are called the *Xanthian* or *Lycian Marbles*. A series of very ancient and interesting marbles brought from the supposed site of Nineveh, on the left bank of the Tigris, have recently been added to the Museum through the zeal and laborious researches of Dr. Layard. A grand central saloon and several other rooms are devoted to remains of Greek and Roman art. Among these are forms of exquisite beauty, grace, and truth, which afford to modern sculptors and artists most valuable subjects for study. But perhaps the most popular part of the gallery of antiquities, to the great masses of visitors who crowd the Museum on holiday occasions, is that which contains the collossal sculptures of Egypt. These huge relics of an extraordinary people cannot fail to impress the beholder with wonder and curiosity. He longs to see the body to which that huge fist belonged, or the Sphinx which bore that immense but finely-wrought ram's head. The swarthy heroes of the Nile seem to look down on him with a calm sense of superiority; and as he views their colossal proportions, and looks around on ancient stone coffins, also of colossal size, he can hardly persuade himself but that there were giants in those days, and that these were the works of their hands. He might even go on to fancy that the insect world of Egypt presented the same exagerated proportions, for here we find a beetle in dark granite of such a size that a man cannot sit comfortably astride upon its back. This represents the sacred Scarabæus of Egypt. Another interesting and important object is the Rosetta stone, which first suggested to Dr. Thomas Young a mode of deciphering the mysterious inscriptions on Egyptian monuments. This stone bears the same inscription in three different characters, one in hieroglyphics, one in a written character called *enchorial*, and the third in Greek. Thus by means of the Greek inscription the hieroglyphics were for the first time rendered intelligible.

Besides the Egyptian Saloon, there is another collection of antiquities from Egypt in an upper room called the *Egyptian Room*. These consist of figures of various deities in silver, bronze, porcelain, wax, steatite, wood, &c.; various articles of household furniture; a collection of objects for dress and the toilet; a great number of vases, lamps, and miscellaneous articles; but above all in real interest, a large collection of human mummies, male and female, and also mummies of numerous animals, as the cat, dog headed baboon, bull, ram, sheep, lamb, ibis, crocodile, snake, &c.

Next the Egyptian Room is the Bronze Room, containing valuable Greek and Roman bronze figures, a collection of vases, terra cottas, &c. The celebrated Etruscan vases are in a separate room.

The Medal Room contains a large collection of coins and medals, of which Sir Hans Sloane's and Sir Robert Cotton's collections were the basis. Great additions have been made through the munificence of King George IV., and also by the bequests of the Rev. C. M. Cracherode and R. P. Knight, Esq., and the gifts of Lady Banks and W. Marsden, Esq. It comprehends—1, Ancient Coins; 2, Modern Coins; 3, Medals. The Greek coins are arranged in geographical order, and include all those struck with Greek characters, in Greece or elsewhere, by kings, states, or cities, which were independent of the Romans.—With these are also placed the coins of free states and cities which made use of the Etruscan, Roman, Punic, Spanish, or other character. The Roman coins are placed, as far as it can be ascertained, in chronological order. The modern coins consist of Anglo-Saxon, English, Anglo-Gallic, Scotch and Irish coins, and likewise the coins of foreign nations. The coins of each country are kept separate.

The Zoological collection of the British Museum is a very fine one, and is contained in five rooms. The first room contains skulls of the larger mammalia, tubes of anulose animals, &c. The second room contains a collection of reptiles, &c., preserved dry and in spirits; a portion of the radiated animals, a variety of lizards, snakes, serpents, tortoises, crocodiles, batrachian animals, and star fish. The third room displays apes and monkeys in great variety, rats, beavers, squirrels, porcupines, rabbits, &c.; while the tables are covered with beautiful specimens of coral. The fourth room contains fish, insects, and crustaceous animals. The fifth, various forms of sponge and molluscous and radiated animals in spirits.

The mineralogical collection is very extensive and valuable, and affords admirable opportunities of study to the student of this branch of science. It is arranged in sixty cases, contained in four rooms in the North Gallery. The system followed is, with slight deviations, that of Berzelius, founded upon the electro-chemical theory of definite proportions, as developed by him in a memoir read before the Royal Academy of Science at Stockholm.

The collection of organic remains is not yet perfectly arranged. It commences with fossil vegetables. Then come the osseous remains of large reptiles, with some of the gigantic extinct species; then various mammalian remains. A complete skeleton of the large extinct elk of the Irish bogs, of the American mastodon, and other fossil wonders, occupy the fifth and sixth rooms of this collection, and at the west end of the latter is the fossil human skeleton, embedded in limestone, brought from Guadaloupe by the Hon. Sir A. Cochrane.

The Library of the British Museum contains about 500,000 volumes, and is visited by about 70,000 readers during each year. There are two spacious reading-rooms for their use (which are entered from Montague-St., Russell Square), where every accommodation is afforded in the pursuit of their studies. The access to these rooms, however, is to be sought by an application to the chief librarian, backed by a proper recommendation, and the ticket of admission has to be renewed half-yearly. No books are allowed to be taken away for perusal, and while the individual is using them in the library, he is responsible for their safety. This library ranks in importance with the best continental libraries, but the number of separate works is greater in Munich and Paris.

During the last three weeks the arrangements of the works of art in the gallery of sculptural antiquities have been completed. The Nineveh marbles are now entirely removed from the basement, and duly classified in the galleries especially constructed for their reception, where they are now to be seen to much advantage; several of the new rooms in this department of the Museum are now ready for the reception of works of art. The Lords of the Treasury have approved the project for the erection of a glass building, to cover the quadrangle, for a reading room, and as an addition to the printed book department; this arrangement will give room for half a million more volumes.

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Miscellaneous.

THE CHEERFUL GIVER.

"GOD LOVETH A CHEERFUL GIVER."

"What shall I render thee, Father Supreme,
For thy rich gifts; and this the best of all?"
Said a young mother, as she fondly watched
Her Sleeping babe.
There was an answering voice
That night in dreams: "Thou hast a little bud
"Wrapt in thy breast and fed with dews of love.
"Give me that bud. 'Twill be a flower in heaven."
But there was silence. Yea, a hush so deep,
Breathless and terror-stricken, that the lip
Blanched in its trance. "Thou hast a little harp,
"How sweetly would it swell the angel's song!
"Give me that harp." There was a shuddering sob
As if the bosom by some hidden sword
Was cleft in twain.
Morn came. A blight had touched
The crimson velvet of the unfolding bud.
Like harp-strings, ran a thrilling strain and broke
As that young mother lay upon the earth
In childless agony.
Again the voice
That stirred the vision: "He who asketh of thee,
Loveth a cheerful giver." So she raised
Her gushing eye, and ere the tear-drop dried
Upon its fringes, smiled. Doubt not, that smile
Like Abraham's faith was counted righteousness.

MRS. SIGOURNEY.

FREE SCHOOLS IN CANADA.

We have for the last two years devoted considerable attention to the working and progress of our Free School system, believing as we do that free schools, when properly managed by men of education and enlarged views, are destined to confer incalculable benefits on the rising generation, and their influence must be felt operating for good in future time throughout the Province. We have zealously supported free schools because their aim is (or at least should be) to educate the masses. This being the case, the poor man's child in common with the rich, stand on equal footing,—both drink from the same fountain of learning. This is a noble system, and well worthy of the support of every man who feels an interest in the future progress of education for it is destined to work a wonderful change in the youth of the community, who are enabled by our free school system to obtain at least a good English, and in many places a classical education, such as to qualify them for any of the professions at a very small expense. By the present arrangement made with the Grammar School, the son of the poorest laborer may obtain an education equal to that of the son of the most wealthy merchant, or the highest dignitary of the land; and if he be endowed with superior talents, he may aspire to and obtain a University education for a less sum yearly, than was paid 18 or 20 years ago for a common school education of a very superficial kind, for the fees at the Toronto University have been reduced to such a moderate rate, that its advantages are now within the reach of the most humble individual; while to the youth who is ambitious of learning and distinction, the number of scholarships present rare inducements of acquiring a classical education (free) at this institution, which is second to none in Britain.—*Hastings Chronicle.*

AGE AND CONNEXIONS OF THE CZAR.—Nicholas "Emperor of all the Russias, and King of Poland," was born July 6, 1796, and is therefore in his fifty-eighth year. He succeeded his brother Alexander on the throne December 1, 1825, his elder surviving brother and heir to the Crown having refused to accept it. The Emperor married, July 13, 1817, Alexandria, sister to the King of Prussia, born July 13, 1798. The issue of the marriage has been as follows:—Alexander, born April 29, 1818, married Maria, sister of the Grand Duke of Hesse Darmstadt—issue, Nicholas, born September 20, 1843; Alexander, born March 10, 1845; Vladimir, born April 22, 1847; Alexander, born January 2, 1850; Mary, August 18, 1819; married, July 14, 1839, Maximilian, Duke of Leitchenberg; Olga, born September 11, 1822; married, July 13, 1846, Charles, Prince Royal of Wurtemburg; Constantine, born September 21, 1827; Nicholas, born August 8, 1831; and Michael, born October 25, 1832. Thus it will appear that the Czar is nearly related, by marriage to the Kings of Prussia and Wurtemburg, to the reigning Duke of Nassau, another monarch of the confederated States, who married Elizabeth, Archduches of Russia, in 1844, to Charles Frederick, the reigning Duke of Saxe-Weimar, who married Maria, sister of the Emperor of Russia, in 1804; and to Otho, King of Greece, and brother of the King of Bavaria, King Otho having married Amelia, daughter of the Duke of Oldenburgh, in 1836.

AMBER FISHING AND GATHERING.—The amber fishing is generally carried on after a storm. Men wade out into the sea, provided with open-mouthed nets; they gather the sea weed which floats upon the water; they bring it to shore and spread it out on the sands; and then women and children carefully turn over the weed, and pick out bits of amber therefrom. Sometimes the men go out further from land, and scrape up bits of amber from the sea bottom; being clothed in dressess of leather, they care not about the ducking; but they are sometimes in danger from the violence of the waves. Besides the amber mining and the amber fishing, there is a third method, which may be called amber gathering, more dangerous than either of the other two; the men arm themselves with iron hooks attached to two long poles, and go in boats to explore the precipitous cliffs of the coast; these they carefully examine by detaching loose masses with their hooks; but it happens not unfrequently that the boats are dashed against the cliffs, or that large masses of loose rubble fall upon them, and maim or even kill the men. The King of Prussia contrives to obtain a little revenue of from ten to twenty thousand dollars annually from the amber which is found on his shores. It is said that at one time the revenue reached twenty-five thousand crowns per month. —*Dickens' "Household Words."*

PROPOSED REFORM IN THE CIVIL SERVICE IN ENGLAND.

"It is proposed to throw open upwards of 16,000 salaried places to the general competition of the country. From appointments of great importance and pecuniary value, demanding the attainments and worthy pursuit of the most educated Englishman down to the small posts which might recompense the industry of the head boy in the village school, the door is to be thrown open wide to all comers who can prove their superiority before impartial and responsible examiners. Any person who is able to give satisfactory testimonials of moral character and physical health, may without interest or intrigue, succeed to an honorable position in the service of his country, merely by the use of those gifts of talent and education with which nature's fortune may have endowed him. It is proposed, as, indeed, is the necessary consequence of such a change to sweep away for ever the entire system of patronage, which has been hitherto considered essential to party government—to put an end to the barter of a place for support, and to all that net-work of solicitation and intrigue which involves even high minded men, and proves how much morality is a thing of custom, and that the purest cannot be long in contact with a bad system without defilement. * * * * The plan advocated by the Government is one, the importance of which all classes ought to feel; yet it involves a change of such magnitude, and will effect social habits to so great a degree, that it can hardly be appreciaietd at first. Nothing less is purposed than the creation of a new liberal profession, as freely open to all as the church, the bar, or the hospital. From the moment this measure receives the royal assent, it will be the fault of the people if the public service do not become their birthright, acording to the talent, education, and industry of each, without any hindrance from those sinister influences which have hitherto, as a general rule, made access dependent on a powerful connexion or a seared conscience.

"As to general education, the effect must be immediate and abiding. Complaints have been made of the small numbers which our Universities instruct; the true cause has been disregaded, viz, that there is no incentive to a long course of study. This need no longer be the case. University education unfits a man for many things, and at present only opens the way to two overstocked professions. The Bar where the majority never earned a shilling; and the church, whose sacred duties must be too often their own reward. How many, as it is, lounge about after their undergraduate course is over and wish hourly that they had been sent into the counting-house at sixteen. For these there will be a ready resource in the periodical examinations for the service; and the candidate will be as sure of his merited place as in a college contest. The large number of good appointments at home, added to those of India, under a similar system, will be a greater stimulus to education than an infinity of discourses on the advantages of liberal study.

"Nor will the humbler ranks of life fail to reap a corresponding benifit. At present peasants as frequently ask, "What is the use of writing?" as parents in the middle class ask, "what's the use of Greek?" The erudition of the village school is speedily forgotten, with the exception of a few texts, which are repeated with but a vague idea of their meaning. But it is intended that the lower class of appointments shall be filled up by just such an examination as the readiest and best conducted lad si nthese schools would succeed in. Of course, such a class are not readily alive to their own intrests, yet the more affluent and edcuated would feel a pleasure in placing a promising youth in the way of such advancement, and this end and aim of exertion would soon be held out by every common schoolmaster in the kingdom.—[From the Times" Feb 9, 1854.]

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THE RECENT CENSUS OF GREAT BRITAIN.

Some portions of the last census, taken in 1851, have been published. It was a work of very great magnitude, and the result, when fully known to the public, will be of a most interesting character. To take a population of 16,921,888, which is that of England, independent of Wales and Scotland, employed 27,884 agents. This number allowed 607 individuals to each agent.

The employment of so large a number enabled the Registrar General to receive the returns with despatch, and as a further incentive, those who made the returns in a given time were entitled to a premium.

In many cases the persons employed were school teachers, having a personal knowledge of all, or nearly so, of those within the district assigned them. Another inducement for the employment of such persons was their ability to make a clear and distinct return, which was generally satisfactory.

The population stood thus on the 31st of March, 1851:—

	Males.	Females.	Total.
England	8,281,734	8,640,154	16,921,888
Scotland	1,375,479	1,513,263	2,888,742
Wales	496,491	506,280	1,005,781
Islands	66,854	76,272	148,126
Army, navy, and merch't serv.	162,490	..	162,490
Total	10,386,048	10,735,919	21,121,967

The annexed statement shows the population as it stood from 1801 to 1851:

Years.	Males.	Females.	Total.
1801	5,368,703	5,548,730	10,917,433
1811	6,111,261	6,312,859	12,422,120
1821	7,096,053	7,306,590	14,492,643
1831	8,186,446	8,430,692	16,564,138
1841	9,232,418	9,581,398	18,813,786
1851	10,386,048	10,735,919	21,131,967

The *Banker's Magazine* for December contains the following synopsis:—

The increase of population in the last half century was upward of 10,000,000, and nearly equalled the increase in all preceding ages, notwithstanding that millions had emigrated in the interval. The increase still continued, but the rate of increase had declined, chiefly from accelerated emigration. At the rate of increase prevailing from 1801 to 1851, the population would double itself in 52 1-2 years. The relation of population to mean life time and to interval between generations was then discussed. The effects of fertile marriages and of early marriages respectively were stated; also the result of a change in the social condition of unmarried women; likewise the effect of migration and emigration, respectively, on population; the effect of an abundance of the necessaries of life, was indicated; and on the contrary, the result of famines, pestilences, and public calamities.

About 4 per cent. of the houses in Great Britain were unoccupied in 1851; and to every 131 houses inhabited or uninhabited, there was one in course of erection. In England and Wales, the number of persons to a house was 5.5; in Scotland, 7.8, or about the same as in London; in Edinburgh and Glasgow, the numbers were, respectively, 20.6 and 27.5. Subjoined is a statement of the number of inhabited houses and families in Great Britain at each census, from 1801 to 1851—also of persons to a house, excluding the islands in the British seas:—

Years.	Inhab'd houses.	Families.	To a house
1801	1,870,476	2,260,802	5.6
1811	2,101,597	2,544,215	5.7
1821	2,429,680	2,941,583	5.8
1831	2,850,937	3,414,175	5.7
1841	3,446,797	No returns.	5.4
1851	3,648,347	4,312,388	5.7

No less than 295,000 persons inhabited the workhouses, prisons, barracks, asylums, &c., of the country. The number of each class of institutions, and the number of persons inhabiting them, are annexed:—

Class.	Institutions.	Persons inhabiting them. Males.	Females.	Total
Barracks	174	44,833	9,100	53,693
Workhouses	746	65,786	65,796	131,582
Prisons	257	24,593	6,869	30,589
Lunatic Asylums	149	9,758	11,251	21,004
Hospitals	118	5,893	5,754	11,647
Asylums, &c	573	27,183	19,543	46,726
Total	2,017	178,041	117,815	295,185

The number of the houseless classes, i. e. of persons sleeping in barns, tents, and the open air, on the night of the census, was 18,249. The following table gives the number of these classes, with those sleeping in barges and vessels:—

Sleeping in	Males.	Females.	Total.
Barges	10,395	2,529	12,924
Barns	7,251	2,721	9,972
Tents or open air	4,614	3,663	8,217
Vessels	49,895	2,853	51,748
Total	71,155	11,766	82,021

From a letter from the Registrar of Great Britain now before us, we glean the following facts:—

In London the mean distance between each house is 38 yards, and between each person 14 yards.

In towns in Great Britain there are 52 100 persons to an acre, and in the country 5 8-100 acres to a person.

The density of population in the counties is 120 to a square mile, in towns 3,337 to a square mile.

London extends over 78,029 acres, and has 30 1-4 persons and about 7 houses to the acre; whilst the population of the counties and towns increased 71 per cent in 50 years, that of the large towns increased 189 per cent. In watering places, the increase was the largest, viz; 2 561-1000 per cent. per annum. The next largest was the manufacturing towns, 2 380-1000; next in sea ports, 2 191-1000; in London 1 820-1000; and in country towns, 1 609-1000 per cent per annum.

Great, however, as has been the increase of population in England and Wales during the past fifty years, it is nothing as compared with the metropolis during that period. In 1801, the population of the metropolis, taking the same area as in 1851, was 958,863. In March, 1851, it had increased to the enormous amount of 2,361,640, or contained a living mass of human beings equal to the gross population of fourteen counties—Sussex, Berkshire, Hertfordshire, Bucks, Oxfordshire, Huntingdonshire, Northamptonshire, Bedfordshire, Cambridgeshire, Wilts, Dorsetshire, Herefordshire, Rutlandshire, and Cumberland. This appears almost incredible, but it is the fact. It contains double the aggregate population of Wales; 297,727 more living beings than are contained in the densely populated manufacturing county of Lancashire, and one-third more than Yorkshire. But this is not all. During the last ten years it is without a parallel in the history of the world. Liverpool is justly considered the second city in the empire, and yet it would take two Liverpools to make up the increase of the population of London from 1841 to 1851. And yet in every nine minutes one person dies in the metropolis.

It is impossible to convey to the mind an adequate idea of the living mass congregated in the area of 115 square miles comprising London. It is really the City of the World, and contains a population equal to the entire kingdom of Denmark, half that of Sweden and Norway, of Portugal, of Belgium, of Holland and of Bavaria; exceeds the population of Hanover, Wurtemberg, Saxony, Tuscany, and Baden.

Great Britain has 815 towns of various magnitudes; 580 in England and Wales; 215 in Scotland, and 10 in the Channel islands. The population of the 815 towns is 10,556,288; that of the country, 10,408,189. Small towns with markets are included in the country. In fact the town and country population differ so little that they may be considered equal. The average population to each town in Scotland is 6,654; to each town in England and Wales, 15,501. The Scottish towns therefore contains less than half the population of the English. The English towns are on an average at a distance of 10 8-10 miles from the centre of one to the centre of the other. The Scotch towns are 127-10 miles apart.

Very few persons being aware of the number of islands lying around Great Britain, it may be mentioned that there were 175 islands found inhabited on the morning of the 31st March, 1851, though 500 islands and rocks had been numbered. Those of Anglesey, Jersey, Man, and Wight, have over 50,000 each; Guernsey has very nearly 30,000, and the whole 175 have a population of 428,000. The area of the islands in the British seas is 894 square miles. England has in the average 332 persons to a square mile; Wales 136; Scotland only 92, and the islands 363.

JAPAN AND THE JAPANESE.

In their social and domestic life, the Japanese are truly Asiatic. Their females occupy but a subordinate position, although they are permitted to share in all the innocent recreations of their husbands and fathers, and are not held in such jealous seclusion as in some parts of India. Their minds are cultivated with as much care as is bestowed upon the education of the men, and the literature of the country boasts of many female names. They are lively and agreeable companions, and are much celebrated for the ease and elegance of their manners. With all these privileges which they enjoy, they are yet in a state of total dependence, and polygamy and the power of divorce is indulged in to the extreme by the husbands.

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Children are brought up in habits of implicit obedience, and all of every rank are sent to school, where they learn to read and write. Beyond this degree of education, however, the children of the rich are instructed in morals, and the whole art of good behaviour, including the minutest forms of etiquette. Arithmetic and the science of the almanac form another important portion of their education, since it would be in the highest degree disgraceful to commence any important undertaking on an unlucky day. And last, as the finishing study, they are initiated into all the mysteries of the Hara-Kiri, literally meaning "happy despatch," but which is in reality the mode of self-destruction by which every Japanese of distinction feels bound to resort, upon occasions where his life is at stake from any impending penalty.

At the age of fifteen years the boys have their heads shaved, and they then become members of society. They also receive a new name at this time, and invariably upon every advance in rank the old cognomen is changed for a new one. Nor are these the only occasions when this change takes place. No subaltern is allowed to bear the same name with his chief, and therefore when an individual is appointed to a high station, every one under him who chances to be his namesake, must immediately find and adopt a new name.

In marrying, equality of rank between the contracting parties is the first requirement, and when no obstacle of this sort stands in the way, the youth declares his passion by attaching a branch of a certain shrub to the house of the young lady's parents. If this is neglected, so is his suit; if it is accepted, so is the lover; and if the damsel wishes to put her reciprocity of this offer beyond a doubt, she forthwith blackens her teeth. Presents, as among most oriental nations, are now exchanged, and after, with great ceremony burning her toys to indicate that she is to be no longer childish, she is presented by her parents with a marriage dress and some articles of household furniture, among which are always a spinning wheel, a loom, and the culinary implements required in a Japanese kitchen. All this bridal equipment is conveyed in great state to the bridegroom's house, and exhibited on the day of the wedding.—*Boston Transcript.*

CHINESE AGRICULTURE.

In the southern part of the Chinese empire, the mountains are bold and barren. No extensive forests are seen, but only here and there a shrub. No fences. The only partitions are dykes of earth throwu up, intersected by flood gates to water the rice fields. These dykes, some of which are well paved, constitute the only means of communication.

The produce of the country is carried in boats upon the rivers and canals, or swung on poles on the shoulders of coolies. No wheeled vehicles. The rich travel in sedan chairs carried along the dykes, or in boats. No solitary dwellings dot the country as in Christian lands, but the people gather in villages for mutual protection against thieves and robbers. Rice is the principal grain and chief article of food; it is sown broadcast on fields cultivated by a rude plough drawn by an animal resembling our ox. The fields are flooded, and the young plant is transplanted in rows, harvested by an instrument like our sickle, and threshed or trampled out at the granary. Our fanning machine has been known in China for centuries. It was carried to Holland, then to Scotland, and then to the United States. Rice is usually boiled, sometimes ground into flour. A liquor is distilled from it much used at meals.

Wheat is raised in the north of China and sent below for sale to foreigners. Hemp is cultivated extensively, and made into fabrics. Cotton is raised also in a great extent.

The sugar cane is widely cultivated, also the sweet potatoe, ginger root, oranges, lemons, limes, dates, grapes, and a great variety of vegetables and fruits; many of which might be introduced successfully into California.

Tea and silk are the two most important products. Tea is cultivated in most every part of China, the coarsest in the southern part, and the best in the region called the Mohie Hills. The soil best adapted is on elevated localities formed of disintegrated granite and sand-stone. It is difficult to transplant it. It has been carried to England in glass boxes with sufficient moisture introduced, and then hermetically sealed up so as to allow the light, but no air to enter or escape.

The gardens of the Chinese are laid out with great taste and beauty. In them bloom the choicest flowers, lotus, geranium, night-blooming cereus, japonica, &c. Shaded walks, arbors, artificial lakes, and small temples hung with tinkling bells, diversify and lend interest to the scene.—*N. Y. Com. Adv.*

FRIENDSHIP.—Friendship is a vase which, when it is flawed by heat, or violence, or accident, may as well be broken at once; it can never be trusted after. The more graceful and ornamental it was, the more clearly do we discern the hopelessness of restoring it to its former state. Coarse stones, if they are fractured, may be cemented again; precious ones never.—*Walter Savage Landor.*

Educational Intelligence.

CANADA.

PORT HOPE GRAMMAR SCHOOL.

The Port Hope Grammar School was opened for the public on the 16th of May last with sixteen students. Since then twenty-one additional students have been added to the list, thus making the aggregate number fifty. I am happy to be able to state, that the school is in a much better position now to suit all pursuits than it was three months ago. Through the kindness of the Corporation, in their large, and enlightened views of education, and their desire to promote and facilitate its progress among the youths of the place, and in a literary point of view to keep pace with the growing progress of the town; we are put in possession of a complete and valuable school apparatus. The Globes were procured from Copley's establishment, Brooklyn, N. Y. and I have to acknowledge the kindness of the office of education, Toronto, as agent. I am therefore sanguine in looking forward to the year now dawning upon us.—*Communicated by the Head Master to the "Guide."*

UNIVERSITY COLLEGE, TORONTO.—Government has raised the salaries of the professors in the University College to £450 a year. One, if not more, of the salaries stood at this figure before; and the present advance has made them uniform. One of the considerations which led to this step was the unusual dearness which prevails and presses in a peculiar manner upon persons in receipt of fixed incomes.—*Leader.*

Great Educational Enterprise in Chatham, U. C.—The Municipality of the County of Kent have with great liberality and spirit appropriated the sum of $4000, (in addition to the $1600 in the hands of the Board) towards the erection of a superior *Grammar School* house in the town of Chatham. The *Western Planet* further remarks:—"We rejoice that the great majority of the Council seemed fully impressed with the necessity of constructing a large, handsome, and commodious building for the education of the more advanced youth of this County. When we consider that the Municipality of the Town of Chatham three years ago, erected the Central School House, at a cost of $4,800, we think that the above sum ought to be given by the County with a cheerful spirit, seeing how lightly the burthen will be felt, when compared to the amount which had to be raised by the few rate-payers of the Town of Chatham. The front and flank elevations of the proposed plan of the Grammar School are modelled something after the style of the Jail and Court House. The internal arrangements combine a school room of large dimensions, two class rooms, with a teachers residence, and sleeping apartments for the pupils. The building, when finished, will be an ornament to the Town, and will supply a desideratum long required as regards the educational interests of the County. As Chatham set the example to other wealthier Municipalities in the erection of its handsome Common School, we anticipate that Kent will also be the first County to point with pride and satisfaction to its Grammar School building, where its youth can receive that instruction, suitable to prepare them for prosecuting with success the higher branches of literature, in any of our collegiate institutions.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Education in England, Ireland, and Scotland, is exciting a good deal of attention in the British Parliament, at present. In England it is proposed entirely to remodel the constitution of the national universities of Oxford and Cambridge. For Ireland the national system of popular education is under review and examination before a committee of the House, with a view to some modification; and for Scotland it is proposed to modify and reconstruct the system of parish schools....The Society of Arts in London propose holding a Grand Educational exhibition in June. The Foreign and Colonial Ministers have addressed letters to the various English Ambassadors and Governors to co-operate with the Society in the object it has in view. In compliance with this request, the Chief Superintendent has sent a complete set of Educational documents and papers relating to Upper Canada. And it is proposed to give the London University, with its twenty or thirty affiliated colleges, a representation in the British Parliament....King's College, London, intend to open immediately a "Department of Civil Service and Commerce;" designed for persons desiring to offer themselves as candidates in the Civil Service, under the proposed new regulations.

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WELLINGTON COLLEGE.

The Governors of the Military School, proposed to be established in memory of the Duke of Wellington, have published their Report. The gross amount of subscriptions promised is £105,760, of which the sum of £11,000 (4,500 in England and the Colonies, and £6,500 in India,) remains to be paid in. It is suggested that a public edifice be erected for the education of orphans, the sons of officers in Her Majesty's and in the East India Company's armies. The estimates are founded upon £100,000 as the net capital of the institution. To the erection and furnishing of the building £20,000 will be set apart; £80,000 will thus remain for the endowment, which, upon a mortgage (which can be obtained) of unquestionable security, will probably pay 4, but certainly 3½ per cent., providing £2,800 annually, which, with the addition of £150 promised annual subscriptions, will bring £2,950. It is proposed to place upon the foundation at least 60 boys, who may be clothed, maintained, and educated for £3,600 annually. There will be three classes, containing 20 boys each. An annual payment of £10, £15, and £20 will be made with each boy according to his position in the first, second, or third class, respectively, thus producing £900, making the total annual receipts £3,850, leaving a surplus of £250 to be applied as may seem good. Further, an extension of the original design is proposed; the formation of a fourth class, to comprise 40 boys, at an annual payment of £30 for each. This would give an income of £1,200; the expenses would reach £920, and £280 would remain to provide for an increased educational staff. For the last named class, it is proposed that though officers' orphans are to have the preference, the sons of officers serving in the army be likewise eligible. Thus, subsidiary to the primary object of the institution, there would be provided, what the service has felt the want of, a public-school well adapted for the sons of officers, where they might be admitted for fixed moderate rates of payment. The Regulations provide that the religious worship and teaching be accordant with the doctrine and principles of the Church of England, but not to be compulsory on those who object on the ground of religious dissent. A master will be specially charged with the religious instruction of the scholars. The general instruction will include a good English and classical education; scientific knowledge, having special application to the arts, commerce, and industry of the country; and the modern languages. A site well-adapted for the establishment has been offered gratuitously by Mr. Gibson, at Farnborough, in Hampshire. It has been visited by a deputation of Governors, and will probably be accepted. The Governors express their conviction that ultimate success, both for charitable and useful purposes, will depend mainly on the excellence of the education imparted, and trust by their efforts to lay the foundation of an institution worthy the memory of the great Duke, as well as beneficial to the service.

OXFORD UNIVERSITY REFORM.

The Oxford Heads have issued the report of their committee on the recommendations of the Commission. It is an octavo volume of 500 pages, of which about 100 are occupied by the report, the rest by evidence. The principal evidence is that of Dr. Pusey; (170 pages;) the Rev. O. Gordon, of Christ Church; Mr. Marriott, of Oriel; the Rev. R. Hussey, of Christ Church; Dr. Hawkins, of Oriel; Dr. Cotton of Worcester; and Mr. Justice Coleridge. The number of members of Convocation who have given evidence is small, not exceeding twenty-one—besides a paper approving generally of the recommendations of the Commission, signed by eleven persons, most of whom had previously expressed their views to the Commission itself.

The principal recommendations and decisions are as follows:

I. *With Regard to Studies, Examinations, Prizes, and Scholarships.*—The Board decide that things should be left precisely as they are. They refuse to allow any part of the students' time to be devoted to an elementary professional course. They refuse to institute a University matriculation, and the only alteration of any importance to which they consent is the proposition to hold the examinations, as far as possible, in vocation. There are some changes with regard to University scholarships, &c.

II. *Discipline.*—The report proposes to abolish promissory oaths to observe University statutes. It retains the distinction of gentlemen commoners. On the important subject of extravagance and debt, the authors of the report concur in the observations of the Commissoners; but they have no practical measure at present to propose. The suggestion of the Commisioners, that Parliament should be applied to for an act to limit credit at the University, is before the University counsel, but their answer has not yet been received. It is proposed, in accordance with the recommendation of the Commission, to assimilate the practice and fees of the Vice-Chancellor's Court to those of the county courts, and to throw it open to all professional persons.

III. *University Extension.*—Private lodging-houses and private halls are rejected. Halls affiliated to the existing colleges are approved. And it is recommended (by the majority of the Committee) that the University should vote £10,000 to found an "independent" (?) hall for sixty poor students; the grant to be united with voluntary contributions.

IV. *Revenues.*—It is recommended that an annual balance sheet of the general University accounts should be provided for members of Convocation but that it should not be printed. The accounts of the press are not to be made public. A revision of fees has been referred to a special committee. An application to Government for permission to hold land in mortmain is recommended. Any restraint on the application of University funds, such as was proposed by the Commision, is condemned.

V. *Museum and Libraries.*—A museum is encouraged. The proposal to allow books to be taken out of the Bodleian is condemned. But it is thought that a reading-room might be provided. It is also proposed that in the five summer months the library should be open till five—an hour later than at present.

VI. *Professors and Teachers.*—The report proposes some professors of modern Oriental languages, and particularly a professorship of Chinese. Some alterations in detail are suggested with reference to the mode of election and stipends of some of the existing chairs. All application of college funds to the purposes of University instruction is condemned. Of the University or professorial system of instruction generally, which the Commissioners recommend in contradistinction to the exclusive collegiate or tutorial system, it is said that "it tends to substitute information for education, and sciolism for religion." It is proposed to give professors some voice in the direction of their own studies, by including them in committees of the hebdomadal board for that special purpose.

VII. *Constitution.*—The Vice-Chancellorship is to be left as it is, in the absolute nomination of the Chancellor, and confined to the Heads of Houses. The proctors are to be elected for two years, instead of one, one going out at the end of each year. In other respects, their office is to remain much as it is. All plans tending to supersede, or even materially to alter, the powers or constitution of the Hebdomadal Board, such as the "congregation" of the Commissioners, are rejected. But two plans of modification are proposed. Part of the Committee recommend an "Intermediate Board," consisting of the Vice-Chancellor, proctors, and twelve masters, elected by ballot from Convocation, to consider measures between their adoption at the hebdomadal board and their proposal in Convocation, and also to recommend measures to the hebdomadal board; which measures, however, the hebdomadal board is not bound to adopt. This intermediate board appears to have virtually a veto on the measures of the hebdomadal board, but no power of initiation (except in the way of recommendation) or of amendment. The majority of the committee, however recommend, in preference to this scheme, the addition of eight members of Convocation, elected annually, to the hebdomadal board—two of the eight persons retiring, and their places being supplied, each year. It is expected that the suspended communication, between the initiative board and the body of the University will be restored by the occasional appointment of delegacies, including members of Convocation, on special subjects, and by the admission of professors to committees of the hebdomadal board, as above stated. No power of amendment is to be given to Convocation, but an interval is to be allowed after the first promulgation of the more important measures, during which individual members of Convocation may send in "suggestions" to the hebdomadal board.

VIII. *Statutes.*—It is decided that, in spite of all opinions to the contrary, the University has undoubted power to alter the Laudian code. But power to alter the three Caroline statutes, which are supposed to rest on a different foundation is to be sought from the Crown.

The last ten pages of the report are devoted to the colleges. The Commissioners admit that the mode in which they applied for evidence was calculated to lead persons to suppose that they did not intend to go into this part of the subject. They have, however, received some evidence on the colleges, but of a very partial kind; and they have gone into certain portions of the subject, but in a very partial manner. The tone of the report is throughout strongly hostile to the Commissioners, whose candour and accuracy it impeaches in strong terms. The voluminous evidence of Dr. Pusey is hostile to almost all the proposals of the Commissioners, and particularly to those which tend to relax clerical restrictions, and to introduce the professorial system.

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SCHOOLMASTERS IN BAVARIA.—The King of Bavaria having lately increased the salaries of the schoolmasters, they sent his majesty an address of thanks, to which he returned the following answer:—"I thank you, gentlemen; and I am rejoiced if, by what I have done, you will find that I am a friend to schoolmasters, and that I honour and esteem your profession. Not only do I esteem, but I love it. I admit that your mission is arduous and difficult, and that to fulfil it requires angelic patience. Occupy yourselves with the education of the people, for it is in a great measure in your hands; disseminate useful knowledge in every direction, for it is that which forms a moral and faithful people. Tell your colleagues that I love them, and that the king pledges you his word that he will do everything that is possible for you."

UNITED STATES.

MONTHLY SUMMARY.

The Legislature of the State of New York, has recently severed the office of Chief Superintendent of Schools from that of Secretary of State, and created a new department of education. The Hon. V. M. Rice, of Buffalo, has been appointed to the new office, and S. S. Randall, Esq., has been reappointed Deputy Superintendent. The Bostonians have recently opened a free public library of 12,000 volumes. The N. Y. Legislature by a vote of 45 to 32 refused to incorporate the "N. Y. State Teachers Association."

FACTS OF THE CENSUS.—The New York *Times* gives abstracts from the last Census Report, from which we extract the following:

White population of U. S.	19,553,068
Colored " "	434,495
Slaves	3,204,313
Total	23,191,876

COLLEGES.—In the whole United States and the territories there are 234 colleges with, 1,651 teachers, and 27,159 pupils. Their total annual income is: From endowment, $452,314; taxation. $15,485; public funds, $184,549; other sources, $2,147,853—aggregate, $9,591,530.

PUBLIC SCHOOLS.—Of public schools, there are 80,991; of teachers, 92,000; of pupils, 3,354,195. Their total income is: From endowment, $18294; taxation, $4,686,414; public funds, $2,574,669—other sources $2,147,853; aggregate, $9,591,530.

ACADEMIES, &c.—Of academies and other schools, there are 6,032, with 12,207 teachers and 261,362 pupils. Their annual income is: From endowments, $288,855; taxation, $14,202; public funds, $114,798; other sources, $4,235,987—total $4,653,842.

There are in the states and territories, white persons over twenty years of age, who can not read and write—

Males....389,664 Females ...573,234 Total.....962,898

Of these, there are in—

	Males.	Females.	Total.
New York	39,178	52,115	91,293
Virginia	30,244	46,761	77,005
Pennsylvania	24,380	42,548	66,928
Tennessee	28,469	49,053	77,522
Kentucky	27,754	38,933	66,687
North Carolina	26,239	47,327	73,566
Indiana	26,132	44,408	70,540
Massachusetts	11,578	15,961	27,539

There is a striking disparity between the number of persons who neither read nor write in those states respectively, where the common school system prevails, and those which provide no such universal privileges for their youth. Massachusetts, for instance, with a population of 994,504, has but 1,861 native-born adults who are thus illiterate; while Virginia, with a population less than one half greater, shows 77,005 whites in the same ignorant condition. Louisiana, with a population of 255,491 whites, shows 21,221 natives who do not read nor write, against only 30,670 in New York, which has a white population of 3,048,325, nearly twelve times as great as that of Louisiana. Comparisons of this sort—however disagreeable to state where education is limited in its sphere—can not fail to induce profitable reflection and stimulate to efforts for improvement.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

A statue to George Stephenson, the celebrated railway engineer, has been placed in the great hall of Euston Square terminus, London....The Government propose to grant £7000 for the purchase of a site for a Scottish Industrial Museum at Edinburgh....M. C. Andersen, a Swede, is now engaged in explorations in Africa under the direction of his government. His discoveries in natural history he considers as very valuable....The English Discovery Ships in the Arctic Seas will be exempt from attack by Russia, in accordance with the usages of all civilized nations....Russia occupies one-sixth of the habitable globe. It is forty-one times the size of France, and a hundred and thirty-eight times that of England....The sudden death of that eminent Judge, Thomas Noon Talfourd, took place recently in Stafford, England, while, in addressing the Grand Jury, he was giving utterance to the noblest sentiments of sympathy and love for the uncared for of his own land. He was sixty years of age. His distinguished career (although of humble origin) is a striking evidence of the homage paid to genius, under the free constitutional system of government of England....The late Professor Wilson (Christopher North) has been interred in the Dean Cemetery, Edinburgh. The final resting place of the talented author of "Dies Borealis," and the "Lights and Shadows of Scottish Life," exactly faces the tomb of his great cotemporary, Francis Jeffrey....The death of the celebrated Abbè de Lammenais is announced in France....Her Majesty has consented to proceed in state to open the renovated Crystal Palace at Sydenham ...In the Bank of England no fewer than sixty folio volumes, or ledgers, are daily filled with writing in keeping the accounts!.....James Montgomery, the poet, died quite suddenly on the 30th ult., at his residence in Sheffield, England, in the eighty-third year of his age. Montgomery is admitted by all the critics to have been at the head of the religious poets of his age. Since the bard of Olney, no one surpassed him in purity of sentiment or fervor of devotion. Mr. Montgomery had for several years enjoyed a literary pension of £150 a year....A remarkable eclipse of the sun takes place on the 26th of this month. It will be visible throughout all of North America, and a part of Europe and Asia. The Canadian Institute have issued a paper containing valuable suggestions for obtaining and noting the progress of the phenomenon most effectively.... John Martin, the eminent illustrator of Milton's "Paradise Lost," and the author of several impressive pictures, now world famous, died in the Isle of Man, Feb. 17, aged 65 years.

EDITORS OF THE BRITISH REVIEWS.—It is said that the present editor of the Edinburgh Review is Professor George Cornwall Lewis, late M. P., and Financial Secretary of the Treasury, and author of several works on political economy. The present editor of the North British Review is Professor Fraser. The Westminster Review is under the direction of several editors, male and female, with John Chapman, the infidel bookseller in London, at its head, both as editor and publisher. Blackwood is conducted by Professor Aytoun, son-in-law of Professor Wilson. And the London Quarterly, so long under the management of Lockhart, who has resigned his post on account of ill-health, is now under the editorial supervision of the Rev. Whitwell Erwin, of Boston, who has been a contributor to the Review for some time past.

EXTINCT AMERICAN RACE.—Amidst the plains of North America, some powerful nation, which has disappeared, constructed circular, square, and octagonal, fortifications; walls, 6,000 toises in length; tumuli, from 700 to 800 feet in diameter, and 140 feet in height, sometimes round, sometimes with several stories, and containing thousands of skeletons. These skeletons are the remains of men less slender and more squat than the present inhabitants of those countries. On a vast space of ground at the Lower Orinoco, as well as on the banks of the Casiquiare, and between the sources of the Essequibo and the Rio Branco, there are rocks of granite covered with symbolic figures. These sculptures are the extinct remains which evidently belonged to nations different from those which now inhabit the same regions.—*Humboldt's Travels.*

EXPLORATION OF CENTRAL AFRICA.—Gratifying news have just been received from Dr. Vogel, of the Central African Expedition, written on the eve of his departure from Murzuk to Lake Tsad, which was fixed on the 12th October last. He hoped to reach the latter in the beginning of the present month. During his prolonged sojourn at Murzuk of upwards of sixty days, Dr. Vogel's health continued in the most satisfactory condition, though the unhealthiness of that place is notorious. The delay at Murzuk was owing to the Bornuese prince, under whose protection Dr. Vogel was to travel as far as Bornu, but the time was usefully employed in surveying the surrounding country, and reducing the astronomical and other observations. No further communications had as yet been received by Dr. Barth, and it is presumed that he was out of the reach of the courier bringing the news of the additional force under Dr. Vogel, and that he has continued his journey to Timbuktu. It is hoped that by this adventurous enterprise, and by presenting himself before the Sultan of the Fellatah empire at the court of Sakatu, Dr. Barth will have been able to secure the good-will and protection of that mighty nation for his present objects, as well as for future enterprises that may lie within the Fellatah dominions. In this way it is hoped that his bold undertaking will be of immediate benefit to the steamboat expedition, which is to be despatched from this country next spring. One of the first objects of that expedition will be to reach that magnificent country Adamana, and this being a province of the Fellatahs, the friendship of the latter will be of some importance to the success of the expedition.

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JOURNAL OF EDUCATION, Upper Canada.

TORONTO: MAY, 1854.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 400 per month) on various subjects.

EXPLANATORY NOTE.

We think it due to ourselves and to the many who have made enquiry on the subject, to explain why the *Journal of Education* has not appeared *monthly* during the past months of the current year as during former years. This is owing to devoting them to the publication of a *Supplementary Catalogue of Books for Public School Libraries.* This Catalogue is more extensive than the former one, which was published in the *Journal of Education* for last July, August and September. The Supplementary Catalogue occupies the *Journal* for Jauuary, February, March and April, and a supplement. These numbers are stitched and sent out together, as they are devoted to one subject and purpose. The number for *January* contains the circulars explanatory of the manner in which the first Libraries were provided to municipalities.

The labor and time required to prepare this second Catalogue of books for the Public School Libraries will be appreciated by those who have had any experience in matters of the kind. The two Catalogues present the most extensive collection of the cheapest books suitable for general reading, of which we have any knowledge in any country.

We know of no cause that will hereafter prevent the *monthly* appearance of the *Journal of Education*: and we trust its visits will not be less acceptable and useful than formerly.

PUBLIC LIBRARIES IN UPPER CANADA.

The System of Public School Libraries constitutes a new epoch in the intellectual and social history of Upper Canada. Since last November, when the first Library was selected and sent out, the supply of books has only been limited by the ability of the Department to procure, select and forward them to the parties applying for them. This has been found no easy task, arising from the novelty of the work, the difficulties of communication during the winter months of the year, and the absence of all proper conveniencies at the Department for receiving, arranging, selecting and packing books, and the want of sufficient assistance during a considerable part of the time. Had the convenience of the Educational Department been consulted, the establishment of Public Libraries would have been deferred until the completion of these facilities which were required for providing the books. But it was thought extremely desirable to secure as widely as possible the advantages of these Libraries during the last winter. The great inconvenience and delay which have thus far been experienced in this branch of the department, are now upon the point of being remedied by the near completion of the Library Depository, on which Messrs. Jacques & Hay have been employed for some months.

In the meantime the following statement of the number of books which have been sent out to the present time will be read with interest:

Statement showing the Number of Volumes issued to Public Libraries in Upper Canada up to the end of May, 1854.

Sent out during the Months of	History	Zoology	Botany	Phenomena, &c.	Physical Sciences	Geology, &c.	Natural Philosophy	Chemistry	Agricultural Chemistry	Practical Agriculture	Manufactures	Modern Literature	Ancient Literature	Voyages, &c.	Biography	Historical Sketches	Teachers' Library	Grand Totals
Nov.	168	62	16	29	15	5	9	6	9	48	36	70	20	54	126	284	4	961
Dec	3990	1540	271	877	511	229	187	126	183	759	708	2187	417	1087	2791	4894	204	20961
Jan.	624	279	46	143	34	30	34	29	48	151	98	289	19	291	435	545	34	3129
Feb	1290	627	125	275	237	85	106	93	65	348	201	771	59	528	738	2252	74	7874
Mar.	362	164	25	62	50	27	22	22	24	103	50	211	9	182	225	556	67	2161
April	174	101	13	34	28	13	11	10	8	42	33	111	4	96	110	348	13	1149
May	917	526	62	132	113	54	73	45	41	187	168	590	29	325	684	1500	46	5492
Total	7525	3299	558	1552	988	443	442	331	378	1638	1294	4229	557	2563	5109	10379	442	41727

Total number of Volumes sent out 41,727.

GENERAL PROVISIONS OF THE LAW, AND RULES AND REGULATIONS FOR THE ESTABLISHMENT AND MANAGEMENT OF PUBLIC SCHOOL LIBRARIES IN UPPER CANADA, WITH EXPLANATORY REMARKS.

Compiled under the authority of the Chief Superintendent of Schools. With an Appendix containing hints on the construction of Public Library Buildings, Book Cases, &c. With illustrations.—pp. 39.

This Pamphlet has been prepared in connexion with the commencement of the system of Public School Libraries in Upper Canada. It should be in the hands of all managers of such Libraries. The appendix contains much useful information. The Rules and Regulations, and some of the explanatory Remarks were published in the *Journal of Education* for last July. The following extracts will be interesting to the public at large:

Extracts from the Law authorizing the establishment of Public School Libraries in Upper Canada.

1. LEGISLATIVE GRANT.

The Common School Act of 1850, Section forty-one, enacts, "That it may and shall be lawful for the Governor in Council, to authorize the expenditure annually, out of the share of the Legislative School Grant coming to Upper Canada, of a sum not exceeding *Three thousand pounds*, for the establishment and support of School Libraries, under such regulations as are provided for by this Act"—which sum may be increased from time to time at the discretion of the Legislature.

2. CHIEF SUPERINTENDENT.

Section thirty-five enacts that it shall be the duty of the Chief Superintendent of Schools:

"*Eighthly.* To employ all lawful means in his power to procure and promote the establishment of School Libraries for general reading, in the several counties, townships, cities, towns and villages; to provide and recommend the adoption of suitable plans of school houses, with the proper furniture and appendages; and to collect and diffuse useful information on the subject of education generally among the people of Upper Canada.

"*Ninthly.* To submit to the Council of Public Instruction all books or manuscripts which may be placed in his hands with a view of obtaining the recommendation or sanction of such Council, for their introduction as text-books or library

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books; and to prepare and lay before the Council of Public Instruction for its consideration, such general regulations for the organization and government of Common Schools, and the management of School Libraries as he shall deem necessary and proper.

"*Tenthly*. To apportion whatever sum or sums of money shall be provided by the Legislature for the establishment and support of School Libraries: Provided always, that no aid shall be given towards the establishment or support of any School Library unless an equal amount be contributed and expended from local sources for the same object."

3. Council of Public Instruction.

Section thirty-six enacts that it shall be the duty of the Council of Public Instruction:

"*Fifthly*. To examine, and, at its discretion, recommend or disapprove of text-books for the use of schools, or books for School Libraries: Provided always that no portion of the Legislative School Grant shall be applied in aid of any school in which any book is used that has been disapproved of by the Council, and pnblic notice given of such disapproval."

4. Local Superintendents.

Section thirty-one, tenth clause, sixth division, enacts that it shall be the duty of each Local Superintendent to make an annual report to the Chief Superintendent, which among other things shall state "the number of libraries, their extent, how established and supported." [See also Numbers 6 and 15 of this Series.]

5. School Visitors.

Section thirty-three enacts that School Visitors shall have authority at any lawful meeting "to devise such means as they may deem expedient, to promote the establishment of libraries and the diffusion of useful knowledge."

6. Boards of Public Instruction.

Section twenty-nine enacts that "it shall be the duty of each County or Circuit Board of Public Instruction. *Fourthly*, To adopt all such lawful means in their power, as they shall judge expedient, to promote the establishment of School libraries, and to diffuse useful knowledge in such County or Circuit."

7. County Municipal Councils.

Section twenty-seven enacts that "it shall be the duty of the Municipal Council of each County, *Secondly*, To raise by assessment such sum or sums of money, as it shall judge expedient for the establishment and maintenance of a County Common School Library."

8. Township Municipal Councils.

Section eighteen enacts that "it shall be the duty of the Municipality of each Township in Upper Canada, *Secondly*, To levy at its discretion such sum or sums as it shall judge expedient for purchasing books for a Township Library, under such regulations, as shall be provided according to law."

9. City and Town Municipal Councils.

Section twenty-one enacts, "That the Council or Common Council of each city or incorporated town in Upper Canada shall be and is hereby invested, within its limits and liberties as prescribed by law, and shall be subject to the same obligations as are the Municipal Council of each County, and the Municipality of each Township, by the eighteenth and twenty seventh Section of this Act" just quoted above.

10. Village Municipal Councils.

Section twenty-five enacts, "That the Municipality of every incorporated village shall possess and exercise all the powers, and be subject to all the obligations with regard to the levying and raising of moneys for the establishment and maintenance of school libraries within the limits of such incorporated village, as are conferred and imposed by this Act upon the Municipal Corporations of cities."

11. Board of School Trustees in Cities and Towns.

Section twenty-four enacts, "That it shall be the duty of Board of School Trustees in cities and towns, *Thirdly*, To do whatever they may judge expedient for procuring suitable apparatus and text-books and for the establishment and maintenance of a school library or school libraries. *Tenthly*, To appoint a librarian to take charge of the school library or libraries whenever established."

N. B. The first Section of the supplementary School Act 1853 invests Boards of School Trustees with power, either to apply to their Municipality or employ their own lawful authority to raise by a general rate upon property, or otherwise, such sum or sums as they shall judge expedient for the establishment and maintenance of School libraries, etc.

12. Boards of School Trustees in Incorporated Villages.

The twenty-sixth Section of the School Act of 1850, and the 1st Section of the Supplementary School Act of 1853, confer upon Boards of School Trustees in Incorporated Villages, all the powers possessed by City and Town Boards as enumerated in the foregoing paragraph.

13. Trustees of School Sections.

Section twelve enacts, "That it shall be the duty of the Trustees of such School Section, *Seventeenthly*, To appoint a Librarian, and to take such steps as they may judge expedient, and as may be authorized according to law, for the establishment, safe-keeping, and proper management of a school library, whenever provision shall have been made and carried into effect for the establishment of school libraries."

N. B. By the ninth clause of the twelfth Section, in connection with the 1st clause of the eighteenth Section, of the School Act of 1850, Trustees are authorized to provide means for the establishment and support of public School libraries.

Remarks on the foregoing.

1. Public Bodies which can establish School Libraries.

From the foregoing extracts from the School law, it will be seen that the following Municipalities and School Corporations are authorized to provide means for the establishment and support of Public School libraries in Upper Canada:

1. County Councils.
2. Township Councils.
3. City Councils.
4. Town Councils.
5. Village Councils.
6. Boards of School Trustees in Cities.
7. Boards of School Trustees in Towns.
8. Boards School Trustees in Incorporated Villages.
9. Trustees of School Sections.

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2. Duties of School authorities in regard to Libraries.

It will also be seen from the above that it is the official duty and privilege of local Superintendents, School Visitors, and Boards of Public Instruction to aid with their counsel and advice in the general establishment of public libraries throughout the country.

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LEGISLATIVE PROVISION IN AID OF WORN-OUT COMMON SCHOOL TEACHERS IN UPPER CANADA.

The following Regulations have been adopted and approved of by the Governor General as required by law, in order to give effect to the legislative provision for the relief and assistance of superannuated or worn-out Teachers of Common Schools in Upper Canada. They are so plain (prefaced by an extract of the law on which they are founded) as to require no explanation.

It may be remarked that this system of aiding worn-out Teachers is in accordance with that which has long been most beneficially adopted by one of the largest religious persuasions in Upper Canada, for the relief and assistance of their superannuated worn-out Ministers, the Fund for which is provided by annual subscriptions of one pound by each Minister, and other voluntary annual subscriptions by the members of the religious persuasion referred to; and its Ministers, when worn-out, receive assistance from the Fund according to the period during which they have laboured, and according to the amount of the Fund, but not exceeding in any case the sum of £50 per annum.

This fact is a sufficient refutation of the groundless and foolish objections which have been urged in one or two instances against this benevolent provision of the law, as degrading to the position of old Teachers and making them paupers. It is a provision not less honorable to Teachers than to the Legislature, and which we hope to see increased in future years.

SUPERANNUATED SCHOOL TEACHERS' FUND.

Extract from the law authorizing the payment of pensions to Superannuated School Teachers in Upper Canada, 16 *Vict., ch.* 185, *section* 23, *Proviso: And be it enacted, That,*

"*Fourthly*, a sum not exceeding Five Hundred Pounds per annum, shall be applied towards forming a fund for the support of superannuated or worn-out Common School Teachers in Upper Canada, under such regulations as may be adopted, from time to time, by the Council of Public Instruction, and approved of by the Governor in Council: Provided always, that no such Teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of One Pound per annum, for the period of his teaching School, or receiving aid from such fund, and who shall not furnish satisfactory proof to the Council of Public Instruction, of inability from age, or loss of health in teaching; to pursue that profession any longer: Provided also, that no allowance to any superannuated or worn-out Teacher shall exceed the rate of One Pound Ten Shillings for each year that such Teacher shall have taught a Common School in Upper Canada."

Regulations adopted by the Council of Public Instruction for Upper Canada, pursuant to the foregoing provisions of the Act, on the 20th day of April, 1854.

1. Old Teachers who have become superannuated on or before the 1st day of January, 1854, and who produce the proofs required by law of character and services as such, may share in this Fund according to the number of years they have respectively taught a Common School in Upper Canada, either by depositing with the Chief Superintendent of Schools the preliminary subscriptions to the Fund required by law, or having the amount of such subscriptions deducted from the first year's pension payable to such superannuated Teacher.

2. Every Teacher now (1854) engaged in teaching, in order to be entitled, when he shall have become superannuated, to share in this Fund, must contribute to it at the rate of one pound per annum; and no Teacher now engaged in teaching shall be entitled to share in this Fund who shall not thus contribute to it annually. But the amount of the annual subscriptions for the years during which such Teacher may have taught before the 1st day of January, 1854, and for which he may hereafter claim as a superannuated Teacher, may be deducted from the first year's pension to which such Teacher may be entitled.

3. Should any Teacher having a wife and children, subscribe to this Fund and die without deriving any benefit from it, the amount of his subscriptions and whatever interest may accumulate thereon, shall be paid to his widow or children, as soon as satisfactory proofs of his decease and the relationship of the claimant or claimants to him shall have been adduced.

4. No Teacher shall be eligible to receive a pension from this Fund, who shall not have become disabled for further service, while teaching a common school, or who shall not have been worn out in the work of a common school teacher.

5. Applications, accompanied by the requisite certificates and proofs must be made each year before the first of April, in order to entitle the applicants to share in this Fund for such year.

6. In case the Fund shall, at any time, not be sufficient to pay the several claimants the highest sum permitted by law, the Fund shall be equitably divided among the several claimants according to their respective periods of service.

7. The amounts of all subscriptions to this Fund, and if any unexpended balances of Legislative grants made to it, shall be invested from time to time, under the direction of this Council, and the interest accruing thereon, shall be expended in aid of superanuated teachers of common schools in Upper Canada, according to these Regulations. All annual subscriptions to this Fund must be made before the end of the year for which they are intended: and all

8. Communications and subscriptions in connection with this Fund, must be made to the Chief Superintendent of Schools for Upper Canada.

Approved by his Excellency the Administrator of the Government in Council, as notified to the Chief Superintendent of Schools, 20th May, 1854.

J GEORGE HODGINS,
C. C.

EDUCATION OFFICE,
Toronto, 23rd May, 1854.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.
EDUCATION OFFICE, Toronto, 20th April, 1854.

The Chief Superintendent of Schools, on the recommendation of the Masters of the Normal School, and under the authority of the Upper Canada School Act of 1850, 13th and 14th Vic., chap. 48, has granted the undermentioned students of the Normal School during the Eleventh Session 1853–1854, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada, which Certificates are valid until revoked by him.

[Each Certificate is numbered, and recorded in the Register of the Department in the following alphabetical order;—but the order does not indicate any distinction of merit in the Teacher.]

FIRST CLASS.

151. Mary Adams.
152. Emily Howard Jennings.
153. Eliza Wilson Keddie.
154. Julia Anne Robinson.
155. Jane Smith.
156. Mary Stephens.
157. Josephine Storrie.
158. Mary E. Sudborough.
159. Margaret Sweeny.
160. Maria Louisa Williams.
161. Charles Bannister.
162. Francis Wesley Bird.
163. Coleman Bristol.
164. William Caulton.
165. Daniel Chisholm.
166. Alfred Ernest Ecroyd.
167. John Elson.
168. James B. Gray.
169. Thomas Ferguson McLean.
170. William Noden.

SECOND CLASS.

171. Jane Anderson.
172. Sarah Bales.
173. Harriet Bowes.
174. Sarah Bowes.
175. Margaret Burgess.
176. Margaret Buyers.
177. Sarah Carr.
178. Catharine Cattanach.
179. Esther Clarke.
180. Mary Coady.
181. Mary Anne Decow.
182. Rebecca Decow.
183. Kate Higgins.
184. Anna Maria Holmes.
185. Elizabeth Hughes.
186. Anne Eliza Jackson.
187. Isabella Johnson.
188. Catharine Junor.
189. Harriet Evelyn Kennedy.
190. Margery Muter Kennedy.

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Second Class.	Second Class, Continued.
191. Melissa McCrady.	207. John D'Evelyn.
192. Christy McLennan.	208. Gilbert Goldsmith.
193. Margaret McNaughton.	209. Silas Hollingshead.
194. Lucinda Piper.	210. Edward Jamieson.
195. Mary Shearer.	211. John Livingstone.
196. Margaret Shrigley.	212. James Martin.
197. Lizanna S. Snyder.	213. John McNaughton.
198. Elizabeth Stevens.	214. Samuel Megaw.
199. Adeline Stone.	215. Thaddeus O'Connor.
200. Elizabeth Van Every.	216. John S. Oliver.
201. Cecilia Mary Anne Walkingshaw.	217. William Plunkett.
202. Mary Anne Wilson.	218. Parmenius Reynolds.
203. Wilbur Fisk Adams.	219. Robert Somerville.
204. John Ransome Brower.	220. William Stevens.
205. Peter C. Blaicher.	221. John Terrill.
206. John Coyne.	

N.B.—No further Third Class Certificates have been granted.

E. RYERSON.
Chief Superintendent of Schools

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR 1854.

No. 1. *Circular to Clerks of Counties, notifying the Apportionment of the Legislative School Grant for the year* 1854.

Department of Public Instruction for Upper Canada,
Education Office, Toronto, 31*st May*, 1854.

Sir,—I have the honor to transmit herewith a certified copy of the Apportionment of the Legislative School Grant for the current year, to the several townships of the county municipality of which you are clerk. You will please lay this communication before your county council at its next meeting, and notify each local superintendent of schools of this apportionment, so far as it relates to his charge, as provided in the first clause of the thirty-first section of the School Act of 1850.

2. You will also please intimate the total amount to your county treasurer, and report his name to this department; and on his sending a power of attorney, signed in duplicate (if he has not already done so), according to the form which I have already furnished, I will pay to his attorney, after the first day of July, the amount apportioned to your county, less the amount apportioned to townships from which the reports and returns of the expenditure of last year's school moneys have not been received.

3. The apportionment of this year varies little from that of last year, as the same sum is apportioned, and upon the same basis—the last general census of the population.

4. I must again solicit the special attention of your county council to the 1st, 4th, and 5th clauses of the 27th section of the School Act, requiring each county council to provide for the punctual payment, the security, and the proper accounts of the expenditure of all school moneys within its jurisdiction; but I will only refer to them without repeating the lengthened remarks and suggestions I made on this important subject in my circular of the 18th of June, last year.

5. In conclusion, I beg to congratulate your County Council on the great and increasing success of our school system during the past year, and upon the completion of the Library, in addition to the other, branches of its organization. I trust that our mutual coöperation and labors will not be less cordial and successful this year than during the past and former years.

I have the honor to be, Sir,
Your obedient servant,
E. RYERSON.

Summary *of Apportionment to the Counties, Cities, Towns and Villages for* 1854.

Apportioned to	Population.	Apportionment in 1854.
Counties	812,895	£19,314 10 6
Cities	56,472	1,352 19 5
Towns	54,866	1,314 9 6
Town Municipalities	10,381	248 14 2
Villages	13,999	495 15. 7
Gross Total	948,606*	£22,726 9 2

* Total population of Upper Canada, including Indians, in 1852, 952,239.

Apportionment *of the Legislative School Grant to Counties and Townships for* 1854.

Counties.	County Popular.	Municipality Popular.	County Apportionment. £. s. d.	Municipality Apportionment. £. s. d.
1. Glengarry	17,596		421 11 8	
2. Stormont	12,997	44,350	311 7 7	1062 10 8
3. Dundas	13,757		329 11 10	
4. Prescott	10,487		251 4 9	
5. Russell	2,870	13,357	68 15 2	319 19 11
6. Carleton	.....	23,203	.....	555 17 8
7. Grenville	18,503		443 5 11	
8. Leeds	27,041	45,547	647 18 8	1091 4 2
9. Lanark	25,401		608 11 0	
10. Renfrew	9,415	34,816	225 10 11	834 1 11
11. Frontenac	19,150		458 15 10	
12. Addington	15,165	42,270	363 6 6	1012 14 0
13. Lennox	7,955		190 11 8	
14. Prince Edward	.....	17,318	.....	414 18 0
15. Hastings	.....	27,408	.....	652 8 9
16. Northumberland	27,136		631 9 10	
17. Durham	25,906	53,042	620 18 2	1252 8 0
18. Peterborough	13,046		312 11 1	
19. Victoria	11,657	24,703	279 5 7	591 16 8
20. Ontario	.....	28,429	.....	681 1 11
21. York	49,949		1164 18 11	
22. Peel	24,816	73,760	577 5 10	1742 4 9
23. Simcoe	.....	26,158	.....	626 18 6
24. Halton	18,322		428 19 1	
25. Wentworth	24,990	43,312	598 14 1	1037 13 2
26. Brant	.....	17,664	.....	423 3 9
27. Lincoln	16,160		387 3 2	
28. Welland	17,857	34,017	427 16 2	814 19 4
29. Haldimand	.....	18,497	.....	422 15 9
30. Norfolk	.....	19,829	.....	475 1 2
31. Oxford	.....	29,336	.....	702 16 7
32. Waterloo	.....	23,109	.....	530 6 4
33. Wellington	.....	24,986	.....	597 8 2
34. Grey	.....	12,539	.....	300 7 9
35. Perth	.....	15,545	.....	351 9 10
36. Huron	17,869		428 1 10	
37. Bruce	2,837	20,706	67 19 1	496 0 11
38. Middlesex	.....	31,778	.....	761 6 8
39. Elgin	.....	24,144	.....	554 5 10
40. Kent	.....	15,140	.....	362 14 5
41. Lambton	.....	12,040	.....	288 8 10
42. Essex	.....	14,937	.....	357 17 1
Total for Counties	.....	812,895	.....	19,314 10 6

1. County of Glengarry.

Townships.	Population.		Apportionment. £. s. d.
Charlottenburgh	5,557	@ 54d.	133 2 8
Kenyon	3,842	.....	92 0 11
Lancaster	4,023	.....	96 7 8
Lochiel	4,174	.....	100 0 0
	17,596		421 11 8

2. County of Stormont.

Cornwall	4,707	.....	112 15 5
Finch	1,450	.....	34 14 9
Osnabruck	4,699	.....	112 11 7
Roxborough	2,141	.....	51 5 10
	12,997		311 7 7

3. County of Dundas.

Matilda	4,144*	.....	99 5 3
Mountain	2,764	.....	66 4 5
Williamsburgh	4,284	.....	102 12 9
Winchester	2,565	.....	61 9 0
	13,757		329 11 10

* 51 Indians not included.

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4. COUNTY OF PRESCOTT.

TOWNSHIP.	POPULATION.	APPORTIONMENT.
Alfred	584	18 19 0
Caledonia	958	22 19 0
Hawkesbury, East	3,029	72 11 4
Hawkesbury, West	2,6 5	68 16 11
Longueuil	1,406	33 13 8
Plantagenet, North	1,202	28 15 11
Plantagenet, South	643	15 8 1
	10,487	251 4 9

5. COUNTY OF RUSSELL.

Cambridge	200	4 15 10
Clarence	508	12 3 5
Cumberland	1,659	39 14 11
Russell	503	12 1 0
	2,870	68 15 2

6. COUNTY OF CARLETON.

Fitzroy	2,807	67 5 0
Gloucester	3,005	71 19 0
Goulbourn	2,525	60 9 10
Gower, North	1,777	42 11 5
Huntley	2,519	60 7 0
March	1,125	26 19 0
Marlborough	2,053	49 3 8
Nepean	3,800	91 0 0
Osgood	3,050	73 1 5
Torbolton	542	12 19 8
	23,208	555 17 8

7. COUNTY OF GRENVILLE.

Augusta	5,154	123 9 7
Edwardsburgh	4,755*	113 18 5
Gower, South	863	20 13 6
Oxford	4,472*	107 2 0
Wolford	3,259	78 1 7
	18,503	443 5 1

8. COUNTY OF LEEDS.

Bastard	3,448	82 12 2
Burgess, South	276	6 12 3
Crosby, North	1,785	42 15 3
Crosby, South,	1,578	37 16 1
Elizabethtown	5,208	124 15 6
Elmsley, South, includ. part Smith's Falls	1,442	34 10 1
Escott	1,399	33 10 4
Kitley	3,525	84 9 0
Leeds and Lansdown, front	3,192	76 9 6
Leeds and Lansdown, rear	1,530	36 13 1
Yonge	3,661	87 14 2
	27,044	647 18 3

9. COUNTY OF LANARK.

Bathurst	2,868	68 14 3
Beckwith	2,540	60 17 1
Burgess, North	1,110	26 11 10
Dalhousie	1,421	34 0 10
Darling	670	16 1 0
Drummond	2,648	63 8 10
Elmsley, North, includ. part Smith's Falls	2,031	48 13 2
Lanark	2,649	63 9 3
Lavant	98	2 6 11
Montague	3,356	80 8 1
Packenham	1,868	44 15 1
Ramsay	3,256	78 0 2
Sherbrooke, North	399	9 11 2
Sherbrooke, South	487	11 18 4
	25,401	608 11 0

10. COUNTY OF RENFREW.

Admaston	685	16 8 2
Bagot	734	17 11 3
Blithfield	200	4 15 10

* 21 Indians each, omitted, not being tax-payers.

COUNTY OF RENFREW.—*Continued.*

TOWNSHIP.	POPULATION.	APPORTIONEMENT.
Bromley	687	16 9 2
Brougham	438	10 9 10
Grattan	554	13 5 5
Horton	1,142	27 7 2
McNab	1,513	36 4 11
Pembroke	633	15 3 3
Ross	708	16 19 3
Stafford	281	6 14 7
Westmeath	1,152	27 12 0
Wilberforce	688	16 0 8
	9,415	225 10 11

11. COUNTY OF FRONTENAC.

Bedford	1,118	26 15 8
Hinchinbrooke	364	8 14 5
Kingston	5,285	125 8 5
Loughborough	2,003	47 19 9
Pittsburgh	3,258	78 1 1
Portland	2,388	57 4 3
Storrington	2,130	51 0 7
Wolfe Island	2,654	63 11 8
	19,150	458 15 10

12. COUNTY OF ADDINGTON.

Amherst Island	1,287	30 16 8
Camden, East	6,975	167 2 2
Ernestown	5,111	122 9 0
Sheffield	1,792	42 18 8
	15,165	363 6 6

13. COUNTY OF LENNOX.

Adolphustown	718	17 4 0
Fredericksburgh	3,166	75 17 0
Richmond	4,071	97 10 8
	7,955	190 11 8

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh	3,286	78 14 6
Athol	1,621	38 16 8
Hallowell	3,203	76 14 9
Hillier	2,962	70 19 3
Marysburgh	3,512	84 2 10
Sophiasburgh	2,784	65 10 0
	17,318	414 16 0

15. COUNTY OF HASTINGS.

Elzevir, Madoc and Tudor	2,761	66 2 11
Hungerford	3,124	74 16 11
Huntingdon	2,548	61 0 11
Marmora	635	15 4 3
Rawdon	3,097	74 3 11
Sidney, including part of Trenton population only	4,574	105 7 8
Thurlow	4,469	107 1 4
Tyendinaga	6,200	148 10 10
	27,408	652 8 9

16. COUNTY OF NORTHUMBERLAND.

Alnwick	614*	14 14 2
Brighton	3,725	89 4 10
Cramahe	2,993	71 14 1
Haldimand	4,684	111 0 5
Hamilton	5,008	119 19 8
Monaghan, South	1,051	25 3 7
Percy	2,605	62 3 2
Murray, including part of Trenton population only	3,725	70 12 5
Seymour	2,781	66 12 6
	27,186	631 9 10

* 223 Indians not included.

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17. County of Durham.

TOWNSHIP.	POPULATION.	APPORTIONMENT.
Cartwright	1,756	42 1 5
Cavan	4,488	106 6 6
Clarke	6,190	148 6 0
Darlington	5,655	135 9 8
Hope	5,299	126 19 1
Manvers	2,568	61 10 6
	25,906	620 13 2

18. County of Peterborough.

Asphodel	1,678	40 4 0
Belmont and Methuen	248	5 18 10
Douro	1,676	40 3 1
Dummer and Burleigh	1,600	38 6 8
Ennismore	675	16 3 5
Monaghan, North	905	21 13 7
Otonabee	3,872	92 15 4
Smith and Harvey	2,392	57 6 2
	13,046	312 11 1

19. County of Victoria.

Eldon	1,320	31 12 6
Emily	2,763	66 3 11
Fenelon	596	14 5 7
Mariposa	3,895	93 6 4
Ops	2,512	60 3 8
Verulam	571	13 13 7
	11,657	279 5 7

20. County of Ontario.

Brock	3,518	84 5 8
Mara and Rama	1,403	33 12 8
Pickering	6,737	161 8 1
Reach	3,897	93 7 3
Scott	1,028	24 12 7
Scugog Island	415	9 18 10
Thora	1,146	27 9 1
Uxbridge	2,289	54 16 9
Whitby	7,996	191 11 5
	28,429	681 1 11

21. County of York.

Etobicoke	3,488	83 8 11
Georgina	1,005	24 1 6
Gwillimbury, North	1,176	28 3 6
Gwillimbury, East	3,208	76 17 2
King	6,565	157 5 8
Markham	7,752	185 14 6
Scarborough	4,244	101 13 7
Vaughan	7,723	185 0 7
Whitchurch	4,758	113 19 10
York, includ. Yorkville population only	10,035	208 13 8
	49,949	1,164 18 11

22. County of Peel.

Albion	4,281	102 11 3
Caledon	3,707	88 16 3
Chinguacousy, including Brampton population only	7,469	161 13 10
Gore of Toronto	1,820	43 12 1
Toronto	7,539	180 12 5
	24,816	577 5 10

23. County of Simcoe.

Adjala	1,994	47 15 5
Essa	1,507	36 2 1
Flos	545	13 1 1
Gwillimbury, West	3,894	93 5 10
Innisfil	2,341	56 1 8
Medonte	1,116	26 14 9
Mono	2,689	64 8 5
Mulmur	766	18 7 0
Nottawasaga	1,887	45 4 2
Orillia and Matchedash	725	17 7 4
Oro	2,027	48 11 3
Sunnidale	203	4 17 3

County of Simcoe.—*Continued.*

TOWNSHIP.	POPULATION.	APPORTIONMENT.
Tay	600	14 7 6
Tecumseth	3,998	95 15 8
Tiny	748	17 18 5
Tossorontio	492	11 15 9
Vespra	626	14 19 11
	26,158	626 13 6

24. County of Halton.

Esquesing	5,225	125 3 7
Nassagaweya	2,237	53 11 10
Nelson	4,078	97 14 0
Trafalgar	6,782	162 9 8
	18,322	438 19 1

25. County of Wentworth.

Ancaster	4,653	111 9 6
Barton	1,735	41 11 4
Beverly	5,620	134 12 11
Binbrook	1,737	41 12 3
Flamborough, East	2,903	69 11 0
Flamborough, West	3,533	84 12 10
Glanford	2,008	48 2 2
Saltfleet	2,801	67 2 1
	24,990	598 14 1

26. County of Brant.

Brantford,*	6,363	152 8 11
Burford	4,433	106 4 1
Dumfries, South	4,297	102 18 11
Oakland	840	20 2 6
Onondaga,†	1,731	41 9 5
	17,664	423 3 9

27. County of Lincoln.

Caistor	1,398	33 9 10
Clinton	2,462	58 19 8
Gainsborough	2,538	60 16 1
Grantham	3,216	77 1 0
Grimsby	2,448	58 13 0
Louth	1,848	44 5 6
Niagara	2,250	53 18 1
	16,160	387 3 2

28. County of Welland.

Bertie	2,737	65 11 5
Crowland	1,478	35 8 2
Humberstone	2,201	52 14 7
Pelham	2,400	57 10 0
Stamford	3,113	74 11 7
Thorold	2,735	65 10 6
Wainfleet	1,841	44 2 1
Willoughby	1,352	32 7 10
	17,857	427 16 2

29. County of Haldimand.

Canborough	1,151	27 11 6
Cayuga, North‡	1,974	47 5 10
Cayuga, South	824	19 14 10
Dunn	828	19 16 9
Moulton	1,984	47 10 8
Onondaga‖	2,591	62 1 6
Rainham	1,618	38 15 3
Seneca, including Caledonia population only§	3,610	86 2 7
Sherbrooke	334	8 0 0
Walpole	3,583	85 16 10
	18,497	422 15 9

30. County of Norfolk.

Charlotteville	2,780	66 12 1
Houghton	1,509	36 3 0
Middleton	1,721	41 4 7
Townsend	4,935	118 4 8
Walsingham	3,090	74 0 7
Windham	2,900	69 9 7
Woodhouse	2,894	69 6 8
	19,829	475 1 2

* 47 Indians not included.
† 127 Indians not included.
‡ 39 Indians not included.
‖ 226 Indians omitted.
§ 26 Indians omitted.

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31. County of Oxford.

TOWNSHIP.	POPULATION.	APPORTIONMENT.
Blandford	1,356	32 9 9
Blenheim	4,995	119 18 5
Dereham	3,644	87 6 1
Nissouri, East	2,118	50 14 10
Norwich	5,239	125 10 4
Oxford, North	1,378	33 0 3
Oxford, East	2,210	52 18 11
Oxford, West	1,894	45 7 6
Zorra, East	3,200	76 13 4
Zorra, West	3,302	79 2 2
	29,336	702 16 7

32. County of Waterloo.

Dumfries, North	3,476	83 5 7
Waterloo, including Berlin population only	7,698	161 2 0
Wellesley	3,546	84 19 1
Wilmot	5,297	126 18 1
Woolwich	3,092	74 1 7
	23,109	530 6 4

33. County of Wellington.

Amaranth	500	11 19 7
Arthur, Luther and Minto	1,803	43 3 11
Eramosa	2,330	56 6 0
Erin	3,590	86 0 2
Garafraxa	2,083	49 18 1
Guelph	2,879	68 19 6
Maryborough	994	23 16 3
Nichol	2,450	58 13 11
Peel	2,435	58 6 9
Pilkington	1,990	47 13 6
Puslinch	3,862	92 10 6
	24,936	597 8 2

34. County of Grey.

Artemesia	733	17 11 2
Bentinck	1,272	30 1 6
Collingwood	545	13 1 1
Derby	471	11 5 8
Egremont	665	15 18 7
Euphrasia	603	14 8 11
Glenelg	1,250	29 18 11
Holland	954	22 17 1
Melancthon and Proton	450	10 15 7
Normanby	539	12 18 3
Osprey	486	11 12 10
St. Vincent	1,601	38 7 1
Sullivan	538	12 17 9
Sydenham	2,432	58 5 4
	12,539	300 7 9

35. County of Perth.

Blanchard	2,780	66 12 1
Downie, including Stratford population only	2,727	44 8 2
Easthope, North	2,341	56 1 8
Easthope, South	1,797	43 1 0
Elma	1,328	31 16 4
Fullarton	1,750	41 18 6
Hibbert	1,191	28 10 8
Logan	698	16 14 5
Mornington	933	22 7 0
	15,545	351 9 10

36. County of Huron.

Ashfield	907	21 14 7
Biddulph	2,081	49 17 1
Colborne	921	22 1 3
Goderich	2,715	65 0 11
Hay	985	23 11 11
Hullet	955	22 17 7
McGillivray	1,718	41 3 2
McKillop	848	20 6 4
Stanley	2,064	49 9 0
Stephen	742	17 15 6
Tuckersmith	1,727	41 7 6
Usborne	1,484	35 11 1
Wawanosh	722	17 5 11
	17,869	428 1 10

37. County of Bruce.

Arran	149	3 11 4
Brant	621	14 17 6
Bruce	100	2 7 11

County of Bruce.—*Continued.*

TOWNSHIP.	POPULATION.	APPORTIONMENT.
Elderslie	14	0 6 8
Greenock	244	5 6 11
Huron	236	5 18 1
Kincardine	1,149	27 10 6
Kinloss	47	1 2 6
Saugeen	277	6 12 8
	2,837	67 19 1

38. County of Middlesex.

Adelaide	1,979	47 8 3
Carradoc,*	2,496	59 16 0
Delaware†	1,397	33 9 4
Dorchester, North	2,570	61 11 5
Ekfrid	1,792	42 18 8
Lobo	2,447	58 12 6
London	6,735	161 7 2
Metcalfe	1,096	26 5 2
Mosa	2,075	49 14 3
Nissouri, West	1,832	43 17 10
Westminster	5,069	121 8 10
Williams	2,290	54 17 3
	31,778	761 6 8

39. County of Elgin.

Aldborough	1,226	29 7 5
Bayham, including Vienna population only	5,092	97 16 11
Dorchester, South	1,477	35 7 8
Dunwich	1,948	46 13 5
Malahide	4,050	97 0 7
Southwold	5,063	121 6 0
Yarmouth	5,288	126 13 10
	24,144	554 5 10

40. County of Kent.

Camden and Zone,‡	1,398	33 7 5
Chatham	1,768	42 7 2
Dover, East and West	1,723	41 5 7
Harwich	2,627	62 18 9
Howard	2,798	67 0 8
Orford,	1,348	32 5 11
Raleigh	2,460	58 18 9
Romney and Tilbury, East	1,023	24 10 2
	15,140	362 14 5

41. County of Lambton.

Bosanquet	1,093	26 3 8
Brooke	511	12 4 10
Dawn	556	13 6 5
Enniskillen	238	5 14 0
Euphemia	1,457	34 18 1
Moore	1,702	40 15 6
Plympton	1,511	36 4 0
Sarnia	1,384	33 3 2
Sombra	1,519	36 7 10
Warwick	2,069	49 11 4
	12,040	288 8 10

42. County of Essex.

Anderdon	1,199	28 14 6
Colchester	1,870	44 16 0
Gosfield	1,802	43 3 5
Maidstone	1,167	27 19 2
Malden	1,315	31 10 1
Mersea	1,193	28 11 7
Rochester	788	18 17 7
Sandwich	4,928	118 1 4
Tilbury, West	675	16 3 5
	14,937	357 17 1

No. 2. Circular to Clerks of Cities, Towns, and Incorporated Villages, notifying them of the apportionment of the Legislative School Grant for 1854.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA

EDUCATION OFFICE, Toronto, 31*st May*, 1854.

SIR,—I have the honor to intimate to you, as provided in the 35th section of the School Act for 1850, for the information

* 622 Indians not included.
† 464 Indians not included.
‡ 41 Indians not included.
‖ 218 Indians not included.

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of the Municipal Council of which you are clerk, and of your Board of School Trustees, that I have apportioned to your municipality the sum placed opposite to it, as its share of the Legislative School Grant to Upper Canada for the current year. This sum will be payable after the 1st of July to the Treasurer of your Municipality, in the same manner, and under the same regulations as were explained in my circular to you last year. You will please report to me the name of your Treasurer, and in case of his not having an attorney in Toronto duly authorised to receive the money apportioned to your municipality, it will be necessary for him to transmit the requisite power of attorney for that purpose, according to a printed form which can be obtained from this department.

I have the honor to be, Sir,
Your obedient servant,
E. RYERSON.

APPORTIONMENT *of the Legislative School Grant to Cities, Towns and Villages, for* 1854.

CITIES.	POPULATION.		APPORTIONMENT. £.	s.	d.
Toronto,	30,775	@ 5¼d.	737	6	4
Hamilton,	14,112	.....	338	2	0
Kingston,	11,585	.....	277	11	1
	56,472		1,352	19	5
TOWNS.					
Belleville,	4,569	.....	109	9	3
Brantford,	3,877	.....	92	17	8
Brockville,	3,246	.....	77	15	4
Bytown,	7,760	.....	185	18	4
Cobourg,	3,871	.....	92	14	10
Cornwall,	1,646	.....	39	8	8
Dundas,	3,517	.....	84	5	2
Goderich,	1,329	.....	31	16	9
London,	7,035	.....	168	10	11
Niagara,	3,340	.....	80	0	5
Perth,	1,916	.....	45	18	1
Peterborough,	2,191	.....	52	9	10
Picton,	1,569	.....	37	11	9
Port Hope,	2,476	.....	59	6	5
Prescott,	2,156	.....	51	18	1
St. Catharines,	4,368	.....	104	13	0
	54,866		1,314	9	6
TOWN MUNICIPALITIES.					
Amherstburgh,	1,880	.....	45	0	10
Barrie,	1,007	.....	24	2	6
Chatham,	2,070	.....	49	11	10
Guelph,	1,860	.....	44	11	3
Simcoe,	1,452	.....	34	15	9
Woodstock,	2,112	.....	50	12	0
	10,381		248	14	2
INCORPORATED VILLAGES.					
Berlin,			23	6	7
Bowmanville,	2,350	.....	56	6	0
Brampton,			17	5	0
Caledonia,			20	7	2
Chippewa,	1,193	.....	28	11	7
Galt,	2,248	.....	53	17	2
Ingersoll,	1,190	.....	28	10	2
Oshawa,	1,142	.....	27	7	2
Paris,	1,890	.....	45	5	7
Preston,	1,180	.....	28	5	5
Richmond,	434	.....	10	7	11
St. Thomas,	1,274	.....	30	10	5
Smith's Falls,	Included in Township apportionment.				
Stratford,			20	18	6
Thorold,	1,091	.....	26	2	9
Trenton,			22	16	5
Windsor,	Included in Township apportionment.				
Vienna,			24	3	0
Yorkville,			31	14	9
	13,992		495	15	7

No. 3. *Circular to Local Superintendents of Schools on the sub-apportionment of the Legislative School Grant, for* 1854.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA,
EDUCATION OFFICE, Toronto, 31*st May*, 1854.

SIR,—I have notified your county council and treasurer, through the county clerk, of the apportionment to the several municipalities of Upper Canada, of the Legislative School Grant for the current year. Your county clerk will doubtless forthwith notify you of this apportionment, so far as you are concerned. A copy of the apportionment will also be found in the *Journal of Education* for May, together with a copy of my circular to county clerks on the subject.

2. On your being duly notified of this apportionment, your first duty will be to distribute it to the several School Sections under your charge entitled to share in it, as defined in the provisos of the second clause of the 31st section of the School Act of 1850. In former years the basis of distribution was the school population in each section between the ages of 5 and 16 years. The injustice of this principle of distribution is obvious, from the fact, that it is not based upon either the value of property taxed, or the work performed, in each school section, but merely upon the number of children of a certain age resident in each section. It has often happened that in a school section of over 100 children, a school has not been kept open more than six months in a year, while in another section of less than 70 children, the school has been kept open during nine or twelve months; yet the former, more populous, and less working section received one third more money from the school fund than the latter, less populous, but more working and more deserving school section. Besides, the object of the school fund being to develop and aid, but not supersede, local exertion, this object is greatly contravened when any basis not founded on exertion is adopted in the distribution of that fund; and therefore this principle of distributing the school fund among the school sections of a township, was abandoned in the School Act of 1850, except in cases sanctioned by the Chief Superintendent of Schools, in order to make the transition to a better mode of distributing the school fund as easy and fair as possible.

3. Now, there are two legal modes of distributing the school fund among the school sections, based upon exertion. The one mode is that which makes the *average* attendance of pupils at school the basis of distribution to each school, as provided for in the 1st clause of the 31st section of the act of 1850. To the application of this provision of the act, it has been objected that it is the average attendance of 1853 that determines the distribution of the school fund for 1854, and so on; whereas each teacher (or year) ought to receive the reward of his own labor. I think this objection is well founded; and therefore the 6th section of the Supplementary School Act requires "the trustees of each school section, on or before the 30th day of June and the 31st day of December in each year, to transmit to the local superintendent a correct return of the average attendance of pupils in the school or schools under their charge during the six months then immediately preceding; nor shall any school section be entitled to share in the apportionment from the school fund for the said six months, the trustees and teacher of which shall neglect to transmit a verified statement of such average attendance of pupils in their school or schools." In order to enable trustees and teachers to comply with this provision of the law, without delay or embarrassment, I have caused to be printed and transmitted to each of them, with their *Journal of Education* for May, a blank form of the return required, together with the needful directions for filling it up. Upon this return, which you will carefully examine and check, will be based your distribution, according to average attendance for the first half of the current year.*

* The following extract from the *Journal of Education* for September, 1853, page 144, will serve to illustrate the principle upon which this distribution is based. "Questions have been proposed by some local superin-

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4. But the 18th section of the Supplementary School Act provides another mode of distributing the school fund among the school sections of a township. It enacts, "That for and notwithstanding anything contained in the Upper Canada School Act of 1850, the Chief Superintendent of Schools shall have authority to direct the distribution of the common school fund in any township among the several school sections or parts of school sections entitled to share in said fund, *according to the length of time in each year*, during which the school shall have been kept open, by a legally qualified teacher, in each of such sections or parts of sections." In the course of my visit to the several counties of Upper Canada, last year, I was assured by practical and experienced persons, that, in some townships, thinly-settled school sections could not compete with thickly-settled ones in regard to the average attendance of pupils at school, but they could, if each school was aided according to the length of time the school is kept open by a qualified teacher. To give the weak every facility possible to compete with the strong, this provision has been introduced into the act; and it appears to me to be equitable, especially since the Supplementary School Act (13th section), *limits all rate bills throughout Upper Canada to one shilling and threepence per month, for each pupil attending school*, and leaves it with the school electors in each section to decide whether they will even retain a rate-bill to that amount or not. It is therefore no longer in the power of short-sighted and selfish persons to exclude any class of children from the schools, by imposing high rate-bills; and as the schools are now, by the general law of the land, made so nearly free to all classes of children, it is most desirable to encourage the keeping of each school open, by a legally qualified teacher, during as large a portion of the year as possible.

5. But I must request and authorize you to exercise your own discretion as to which of these two modes you will adopt the present year, in the distribution of the school fund to the schools under your superintendence. I must, however, remark that the two modes of distributing the school fund cannot both be adopted in any one township; the one or the other mode must be adopted for all the schools in each township for the whole year, and be based upon either the *length of time*, or *average attendance* reported in the semi-annual return of the trustees.

6. Some complaints were made to me last year on the part of Trustees of both public and separate schools, that the Local Superintendent refused to make an apportionment to them, because their semi-annual returns were not made on the exact day required by law. Now, although the law requires these returns to be made on the 30th of June and the 31st of December, of each year; yet I think you can and ought to allow a few days indulgence—say a fortnight, for the making out and transmission of these returns, before you proceed to the half-yearly distribution of the School Fund.

7. As to union sections, the 14th section of the Supplementary School Act provides that "local superintendents of adjoining townships shall have authority, and they are hereby required, to determine the sum or sums which shall be payable from the school apportionment and assessment of each township in support of schools of union school sections, consisting of portions of such townships; and they shall determine the manner in which such sum or sums shall be paid; and in the event of one person being local superintendent of two or more townships, he shall act in behalf of such townships; and in the event of the local superintendents of townships, thus concerned not being able to agree as to the sum or sums to be paid to each such township, the matter shall be referred to the warden of the county or union of counties for final decision."

8. In regard to the apportionment to separate schools, the provisions of the 4th section of the Supplementary School Act, in connection with the 19th section of the school Act of 1850, are so explicit, that I need only observe that one-half of what a separate school may be entitled to for the year, according to average attendance, should be paid at the end of the first half year, and the other half (more or less) should be paid at the end of the second half-year—in each case after receiving the semi-annual return required by the *second* proviso in the 4th section of the Supplementary Act, and on being satisfied of its accuracy. It is to be observed that separate schools are subject to the same inspections, visits, and regulations in regard to reports, &c., as are public common schools.

9. The Supplementary School Act provides for the expenditure of a sum not exceeding £500 per annum "in special aid of common schools, in *new and poor townships*." The local superintendent of any such township is requested to communicate before the end of August, at the latest, any cases of peculiar need and desert, and the circumstances connected with it; and when I shall have examined and compared all the cases thus submitted, I will make the best distribution in my power of the £500 in question, and notify the parties concerned accordingly.

10. The organization of our common school system being now complete by the provision and regulations for the establishment of public libraries, and its success, even when but partially organized, having exceeded general expectation, I hope our united exertions this year will contribute still more to its improvement and extension, that in schools and intelligence, as in civil liberty and the materials of physical comfort, the people of Upper Canada may have no reason to envy the condition of the people of any other country.

I have the honor to be,
Sir,
Your obedient servant,
E. RYERSON.

tendents, whether, in townships where the basis of *average attendance* in distributing the school fund to school sections is adopted, they should take into account the *length of time* the schools have been kept open. We answer, yes; the principle of the law being to give the most help to those that help themselves most, and to encourage the keeping open of schools the full year. This principle of the law was fully explained and illustrated in the circulars issued in this *Journal* last year, and in the Chief Superintendent's annual report for 1851, pages 170–174, as well as in the note to the circular accompanying the apportionment of the current year, and the instruction to local superintendents at the foot of the trustees' half-yearly return. The law directs that (where average attendance is adopted) the *mean average* of the several schools shall determine the amount to be apportioned to each school, and this mean average can only be obtained by taking into account the comparative length of time—months and days—such school has been kept open. Where *length of time alone* is adopted, the school open for the longest period, will, of course, obtain the largest share."

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CONTENTS OF THIS NUMBER.

		PAGE
I.	The Royal Library of Berlin	93
II.	The Influence of Childhood upon the future Man	94
III.	The Dignity of the Teacher's Work	94
IV.	Copious Knowledge necessary to good Instruction	95
V.	Drawing in Public Schools	96
VI.	Government in Schools	96
VII.	The Intellectual and Moral Faculties considered in relation to Teaching	97
VIII.	MISCELLANEOUS.—A Mound is in the Grave Yard (Poetry.) 2. The Canada Beaver. 3. Young Folks at School. 4. The Town of Odessa. 5. Incitement to Perseverance. 6. The Lazy Boy.	99
IX.	EDITORIAL.—1. Grammar Schools in Upper Canada. 2. Documents sent to Local School Officers. 3. Official Answers to Questions proposed by Local School Authorities. 4. The Art of Education —past and present. 5. Eloquent Passages from Distinguished Orators. 6. State of Education in European Continental Countries. 7. On the Study of Latin and Greek in Grammar Schools	104
X.	EDUCATIONAL INTELLIGENCE.—1. Canada, Trinity College. 2. Victoria College. 3. British and Foreign Monthly Summary. 4. Trinity College, Dublin. 5. Statistics of Popular Education in England. 6. United States Monthly Summary	105
XI.	LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. History of "Uncle Tom's Cabin." 3. L'Ecole des Beaux Arts	106
XII.	Advertisements	107



THE ROYAL LIBRARY OF BERLIN.

The Royal Library of Berlin, which owes its shape, it is said, to a whim of Frederick the Great, who desired the architect to take a chest of drawers for his model, stands near the Opera House, and contains about 500,000 vols. and nearly 5,000 MSS.

The Royal Library was founded in 1661. At present a yearly appropriation of 10,000 thalers has been made by the Government for its support, and it is estimated, that 9,000 volumes are annually added to it. The other expenses of the library, amount to 15,000 thalers annually, and are borne by the state.

Among its curiosities are—Luther's Hebrew Bible, the copy from which he made his translation, with marginal notes in his own hand. The MS. of his translation of the psalms, with his corrections in red ink. The bible and prayer-book which Charles I. carried to the scaffold, and gave before his death to Bishop Juxon: Gutemberg's bible of forty-two lines, (on parchment, date 1450-55,) the first book on which moveable type was used. A consular dyptich of ivory, with reliefs, date 416, one of the earliest known. The codex Wittekindi, a MS. of the four Gospels, given, it is said by Charlemagne to Wittekind; it is of the ninth or tenth century, and the ivory carvings in the binding are in the style called Byzantine. An *Album*, with six beautiful miniature portraits by Luke Cranach; among them are his friends, Luther, Malancthon, and the Elector John Frederick of Saxony. Thirty-six volumes of engraved portraits of distinguished men of various times and countries, accompanied by autographs in alphabetical order.

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Two hemispheres of metal, with which Otto Guericke made the experiments which led him to discover the air pump, are also preserved here. When he had exhausted the air between them, he found that the force of thirty horses was unable to separate them.

There is a public and private reading room connected with the library in which the new books and principal journals of Europe are deposited. The public reading room is open to the citizens and resident strangers properly recommended, who are allowed to take books home with them. To the private reading room, admission is had by ticket.

In addition to the Royal Library, the University of Berlin has a library of 35,000 volumes. There are, also, four public libraries in different parts of the City, for popular reading. Thus there are six great public libraries in Berlin, with a population of 400,000 inhabitants.

The City of Berlin itself, is the literary and scientific metropolis of Germany, and in the various walks of literature, philosophy, science, and art, and can show a galaxy of names, such as few Cities can equal. Since the time of Frederick the Great, it has been the policy of Prussian kings to attract to their capital, either through professorships in the university, or otherwise, learned men in every department of knowledge. Consequently, though but a city almost of yesterday, the number of eminent men who have labored, or who still labor, within the walls of Berlin is very great. Of those who are world-renowned, may be named:—Leibnitz, who founded the Academy of Sciences, in 1700, and became its first president; the pious Spener, the Historian Puffendorf; the Philosophers Fichtè, Schleiermacher, F.A. Wolf, and Hegel; the Theologians—Neander, Twetsten, and Hengstenberg; the Historians—Rankè and Von Raumer; the Geographers—Ritter, and Leipsius; the linguists Bopp, Zumpt, the brothers Grimm, and many others. In the natural sciences, stands unrivalled in the present or any other age:—Alexander Von Humboldt; and after him are many brilliant names, as Poggendorf, Ermann, Mitscherlich, Rose, Erichson, Ehrenberg, and Link. Many others might be mentioned; but it may suffice, further, to name the Poets Tieck and Rückert; the famous Sculptors, Rauch and Schadon; and the Composer, Felix Mendelssohn.

THE INFLUENCE OF CHILDHOOD UPON THE FUTURE MAN.

Those who deny the influence of childhood upon the future man greatly misunderstand their being. Those who think that early ideas and associations have little or nothing to do with the ultimate character, ignore altogether the effect of thought and habit upon it; and by such a theory cut off, as it were, their childhood from the history of their being and endeavour to place the first formation of character in a period of that history which could never have been attained had they not first thought and felt as a child. At each successive period of man's history this influence affects him in a greater or less degree; since that history is one continued chain of unbroken links. "As the morning shews the day, so the child bespeaks the man."

But in making these remarks, it is not forgotten that there are many points at which the character receives additional biases which, while they by no means materially alter, effectually direct in a particular or given course; and these points may be found in the accidental circumstances of life, or turns of fortune, from the influence of which no mind is altogether free. But what is contended for, is simply that the fundamental principles or cardinal outlines of character, which were received in childhood, remain unaltered either by the vicissitudes of fortune or the experience of age. These may modify and mould the man, so that apparently, to the eye on the superficies, some difference may seem to exist between the boy and him; but to those better acquainted with him, no real difference will be evident. The surface, from motives of interest, or the peculiarity of events, may indeed have the appearance of change in its aspect; yet in regard to the deep recesses or substratum of character, where live the first principles imbibed in childhood, no real change has happened. The manifestation in the one state may be diverse from the other, while the reality continues untransformed. How often has it been remarked by persons who have some skill in estimating character, that there exist no new features in the early manhood of their friend, no particular distinction between it and his childhood, except the unfoldings and improvements resulting from a long course of education, and other attendant causes, and so they express themselves when speaking of him in the short but comprehensive and truthful sentence—"he was the same from a child." The influence of childhood on the ideas and associations from whence it emanates, is something like the incision made in the young tree, which will abide and be apparent in the oak after the growth of centuries; or similar to the waves of the ocean, which gradually approach and burst upon the shore with all their accumulated weight and force. The lives of great men may furnish many illustrations of our point. Of Sir Joshua Reynolds, the great painter, it is said, that at an early age he formed a taste for his art, in which he afterwards attained so great eminence. And of Robert Hall, who for pulpit oratory and exalted piety and learning stands pre-eminent in the list of modern divines, that when quite a child he evinced an inveterate tendency for books. Often would his nurse find him away in some solitary place, with his pinafore loaded with them, and his mind wholly engaged in conning them over; and when he subsequently became the charge of a tutor, he so rapidly acquired his lessons, that his tutor was often obliged to sit up nights to prepare new ones for him. And if in another department we look at the early boyhood of Napoleon the Great, our point receives still further illustration We see him at that period practising, with his little brass cannon, those first principles of artillery, for which he afterwards became so memorable at the siege of Toulon and elsewhere. The artillery was his charm in boyhood, and his profession when he served in the army of the Republic. Those little solitary exercises which he performed on the shores of Corsica, deeply impressed upon his mind the principles of gunnery, and determined his choice of a regiment when his commission was granted. And again, it is said of Sir William Jones, the great linguist, that his habits of thought and reflection were early formed under the educating and judicious care of his good mother. The plan she adopted was a simple one, but in his case very salutary and effectual. She habitually gave him a portion of the Bible to read every day, and then required of him, though young as he was, an account of the facts it related or the doctrines it taught. Sometimes he came to a difficulty; he immediately sought the aid of his mother, but this aid she uniformly refused, telling him he must think it out for himself; and when he had made every effort, and failed in doing so, she would give her exposition, and not till then: and thus she succeeded in forming the reflective habits of her son—the celebrated master of about one hundred and twenty different languages. In these few instances we have bright examples of the influence of childhood upon the character and pursuits of the future man; and not a few of those who have appeared upon the stage of life, eminent in arts, learning, or arms, owe their eminence to that influence, to the ideas and associations which attended their early years. But these examples may be said to be extraordinary, or rather the exception than the general rule. In this, as in other cases, the exception proves the rule. The common principles of our nature are uniformly the same, only they exist in particular men with a greater degree of strength and perfection than in others; and so never fail in those particular instances in producing characters able and eminent. And these principles first begin to evince themselves in childhood, and become stronger with the growth of years, as "Streams their channels deeper wear."

THE DIGNITY OF THE TEACHER'S WORK.

It is a pleasant fancy of Swedenborg, that angels in heaven are employed in teaching the youthful spirits that enter prematurely the sphere of immortality. It is no childish fancy that would assign the teacher's work to the choicest spirits of earth, and exalt this work to the rank of the most angelic of human employments. A proper idea of the dignity of his work is needful to the teacher as a motive to fidelity, in his perplexing, and often ill-requited labor; and especially to reconcile him to an employment, which by some strange mistake has come to be generally rated immeasurably below its proper rank. It is not easy to account for the fact, that the calling of the teacher is generally ranked, not only below the other professions, but even below some of the more common industrial pursuits. The origin of this preposterous notion may be found far back in some barbarous feudal age, when all peaceful occupations were held in contempt: when the office of *chaplain* and *king's fool* were interchangeable, and when some "Dominie Sampson" or "Ichabod Crane" was the impersonation of pedagogical dignity. But such a preposterous idea does not belong to an age of refinement. Public sentiment has considerably improved, of late years, and the employment of teachers has received a much more generous consideration.*

* Macaulay in his unrivalled History of England draws a graphic picture of the inferior position of clergymen two centuries ago. Were his facts not matters of history, they could scarcely be believed.—ED. *Journal of Education.*

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The correction of public sentiment when it has once taken a wrong direction, is a work of time; years must elapse before the subject will be viewed in its true light; in the mean while, much will depend upon the character and qualifications of those who are engaged in this work. If they resort to teaching from merely mercenary motives, as a last resort, or to pass an idle winter, it will be a long time before the profession will enjoy a very large share of public favor; the teacher will be merely tolerated as a sort of necessary evil.

In the want of suitable encouragement from other sources, the teacher may find ample motive to fidelity in the dignity of his calling.

An employment is elevated in dignity in proportion to the importance of its subject, or the materials with which it has to do. The magistrate, or the commander of an army, ranks above the herdsman, for the one governs brutes, the other, men. The maker of chronometers takes rank above the blacksmith, because he is employed with more costly and delicate materials. Upon this principle, the work of teaching, especially if we include in this term the work of the ministry, surpasses all other occupations in point of dignity. The farmer, the mechanic, the merchant, are employed with material and perishable things. The legal profession is busied with forms and precedents, with crimes and penalties, and, with the exception of its pleading, it has but little to do directly with mind. Medical skill is employed almost exclusively upon the outer man, the temporary habitation of the soul. But the subject of the teachers work is mind, the masterpiece of the great Architect, delicate in structure, transcendent in value, immortal in destiny.

The employment of teaching, if rightly pursued tends strongly to develope the better principles of our nature. This may be seen by contrasting the work of the teacher with other employments. The merchant or the stock-jobber, in every individual transaction in the routine of his daily occupation, has an eye to "Profit and Loss." This is his business. Such employment tends strongly to develope a covetous disposition. But the teacher is subject to no such sordid tendency. His daily duties are made up of efforts to cultivate and adorn the minds of his pupils, and to fit them for their high destiny. He must be bad indeed who does not improve under the influence of such an employment.

The triumphs of art over nature are the more easily achieved, since they are the conquest of *mind* over *matter*. But in the work of teaching, *mind* acts upon *mind*, and achieves its victories by the force of truth and reason upon intelligent, thinking beings. To curb the waywardness and rouse the flagging energies of the pupil, to awaken a thirst for knowledge, and set the timid and retiring on a career of improvement, is a work possessing all the elements of true dignity.

Philosophers tell us that thought is imperishable; that the faintest mental impressions are securely treasured up in the storehouse of the soul, and need only a favourable condition to be distinctly reproduced upon the table of memory. If this be true, we have in this fact a thrilling illustration of the importance of the teacher's work. He is tracing the lines of thought upon the susceptible mind of childhood, which "Time's effacing fingers" cannot erase. "I paint for futurity" said the old Grecian artist, when blamed for the tardiness of his work. The teacher's work is not to rescue from oblivion the changing lineaments of the countenance, and to give immortality to the transient beauties of the human face divine, but to impress upon the deathless spirit, the features of intellectual and moral beauty.

The Daguerrean artist places the polished metallic plate in the focus of his "Camera," and forthwith, as by magic, there starts to view a perfect and unalterable impression of the original. Whether the countenance be radiant with smiles or clouded with sadness, beautiful or ugly, the magic pencil of nature draws it with unerring accuracy, and no art can improve the picture.

Let the teacher consider well what lines he traces upon the susceptible minds committed to his care, for the light of eternity will give distinctness and permanence to the image.

High moral principles and sincere piety are indispensable qualifications of the model teacher.—*Massachusetts Teacher.*

COPIOUS KNOWLEDGE NECESSARY TO GOOD INSTRUCTION.

[We copy the following excellent remarks from an address delivered before the students of the Merrimack Normal Institute, by Prof. John S. Woodman, of Dartmouth College, and published in the *Massachusetts Teacher*. Prof. Woodman has held the office of Secretary of the Board of Education for New Hampshire, and is at present President of that body.]

Copious knowledge is necessary to good instruction. A long-experienced and distinguished teacher declares that copious knowledge lies at the foundation of all good instruction.

It is sometimes said that tact and skill in teaching will go a great way and make up for a deficiency of knowledge. There is no doubt these qualities will do a great deal with a little material. But if so, how much more usefulness and efficacy will they add to abundant knowledge. It is very rare to find a man of such peculiar temper of mind that he will not prove an acceptable and profitable teacher of that subject in which he is thoroughly versed and liberally informed. It is of consequence that the teacher should be above the standard to which he is expected to elevate his class. The business of instruction is no heedless pastime. In all subjects the scholar must be watched with a quick perception, and checked with a prompt and ready hand, from his constant tendency to deviate to the right hand and the left, and kept in the middle highway of his pursuit. Who can do this easily but the teacher of copious knowledge? And who knows best where the middle highway lies? he who has only travelled through it, or he who, besides that experience, has also surveyed all the surrounding country, and contemplated the journey from all the overlooking hills? With such a guide every step is progress in the right direction. For instance, in teaching the subject of Arithmetic, some may suppose it will answer very well to know the rules and be able to work the examples. But in such a case it generally happens that both teacher and scholar move carelessly and without much interest over the simple rules and fractions and all the more useful parts of the book, and come down with great zeal upon the Progressions, Positions, and Almanac questions in the last part, and finally close the book with a kind of triumph at having discovered its mysteries and got possession of its jewels. Such instruction is liable to two very serious objections. The simple and most useful rules are never well learned, and although the student may solve the difficult problems with considerable skill, yet he even cannot write figures so that others may read them with tolerable convenience, or cast the interest on a note with sufficient promptness to encourage his friends to request such a favour a second time. What he ought to know from the book is not well enough understood to be of much practical utility. The next objection is, that the student becomes impressed with the idea that the point of the subject lies in the difficult problems and more complicated rules, that are often feebly demonstrated, and injudiciously placed in the arithmetic when they belong more properly to some other subject. He looks upon the subject as a kind of collection of Hobb's locks to be picked for the exercise of his skill.* And this is not all the disadvantage. The student often carries the same idea into other matters and looks for the point and substance of everything else in some cunning riddle or mysterious puzzle. False views of many things will stand in the way of his success and usefulness. In the ordinary business of life men will not seem to succeed so much from upright conduct and industrious habits as from lucky thoughts and out-of-the-way expedients. But the well-taught pupil is made to place more importance upon the elements of the subject, and to spend the time which others devote to the difficult problems upon higher subjects where the difficulties properly belong and are easily overcome.

A teacher also wants copious knowledge so as to furnish abundant illustration. Different minds are differently affected by the same view of a subject, and that teacher has a great advantage who can furnish the illustrations which suit the occasion. Some subjects need to be expanded and enlivened so that the barren meagreness with which they first strike the learner shall be covered with some degree of life and interest. Others appear complicated and confused, and are to be condensed and thrown into a single sentence or a single word. How can the teacher of narrow knowledge do this well? Suppose a class are reciting in geography. The lesson in the book may be interesting, but how much more so if the teacher's extensive knowledge of the history of the region and of travellers' accounts of the appearance and manners and customs enable him to add some pleasing information of his own. How much such assistance would add to the ordinary lessons on the geography of Holland, Italy, or Switzerland. There is another reason why the teacher ought to be liberally informed. It is that the knowledge is eloquent. Whatever a man is full of will be impressed upon others in many ways. It will seem to clothe him like a garment. How much the trades, professions and pursuits of men contribute to give them character. The farmer, the clergyman, and the trader, cannot meet you without recalling to your mind much that belongs to their various pursuits. They may not speak of them, but the engrossing subject of the mind will speak through the dress, the countenance, the gait, the language, and almost every motion. So is the copious knowledge of the good teacher. It is eloquent, though he may not be upon that subject. Every anecdote and illustration has some turn or allusion that calls it to mind. This is true in regard to the branches commonly taught in the school, but it is especially important in regard to manners and propriety, and in regard to moral and religious instruction. Copious knowledge on these important subjects cannot well be supposed to exist without a practical illustration of them in the life and conduct of the teacher. And it will be found that the most valuable instruction in these things, which do more than all besides in forming a truly excellent character, is given more by the example, intercourse, and silent eloquence of worthy and respected men, than by all the books and lessons recited ever so much.

* The reference is to the celebrated American door and safe locks, exhibited at the London Exhibition of 1851.—ED. *Journal of Education.*

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The influence of correct and copious knowledge cannot be concealed. It will exert its power though its possessor may be unconscious of it.

Again, copious knowledge is useful to show the perfection of a subject and make it attractive. Almost every subject when seen in its higher perfection becomes so beautiful and fascinating that it immediately enkindles a desire to comprehend and partake of its excellencies. Even the severe subject of geometry, when seen in all its simplicity and completeness, when the absence of everything but what is strictly essential, and the absolute certainty of the demonstration are observed, becomes interesting and admirable in itself, as in many respects the most perfect human science and the standard model which all others may emulate, but can never equal. So it is with Music. It has a degree of interest in itself. But when a Paganini or a Jenny Lind shows its highest perfections, everbody is in raptures, and feels an impulse towards the art. The boys will bring into use again their old abandoned instruments, and all the children about the streets will try to sing and repeat the rapturous strains, and never give up their efforts till the remembrance of the divine perfection has faded from their memory and ceased to excite them. So it is with Painting and Sculpture. Artists visit Florence and Rome that they may look upon the master-works of Titian, Raphael and Michael Angelo, and there they see such expression and such execution as they had no conception of before. It is like a discovery. They feel themselves raised at the sight to a higher world, and at once agitated by new impressions and driven by new impulses. So is the perfection of all subjects. I might make the attempt to teach good reading and good speaking with a very limited knowledge of the subject of elocution. I might go through most of the instruction and gain moderate success but when the subject appears in its perfection in the hands of a proficient in the science, when all that is mirthful, gay, grand or terrible in human expression is made to pass in review at the hands of a master, you, ladies and gentlemen, will bear me witness that the subject itself becomes irresistible, and there is nothing, for the time being, that we feel such a strong desire to gain for ourselves. One such view as this of almost any subject, is a guarantee of very considerable success.

For these reasons it is that good instruction requires copious knowledge, that the teacher may have a quick perception of the precise course the scholar ought to pursue, that he may abound in various illustration, that the subject may be eloquent in his hands, and that he may show somewhat of that perfection of it which is always enchanting to the view. But the teacher will ask, how is it possible at first to gain this copious knowledge on all the subjects taught? It will be impossible, and the teacher may well say that he feels embarrassed on those he is most familiar with. It is here that lies the teacher's task. Here is his duty and labour, to improve himself by constant study, and never think the work done while there is anything before him to be learned. This disposition more than anything else will characterise the good teacher, whose reward will be great both in the gratitude which others will bestow, and in the knowledge which he will gain for himself.

DRAWING IN PUBLIC SCHOOLS.

Drawing is the art wherewith we express our ideas of form on a flat surface. To cultivate it there is as much need of intellectual power and exercise as in solving problems in mathematics. Drawing is based on form; its elements are simple, its laws few, and easy to understand, its uses without limit. There is not a single branch of commercial enterprise in which it is not available. There is not a science in which it is not required. There is not a country that is entirely without it. It should be taught in our public schools, and taught in such a way, that when the pupils go forth into the busy scenes of life, they may be enabled to make use of it with ease and certainty. To the teacher, it is an indispensable power; it is needed often for illustrations in subjects that can only be given imperfectly without the use of it.

We often cry out about our want of taste, are very emphatic in blaming people for their want of appreciation of our own merits; buy all French furniture, or nearly so, or do something that is not quite so honorable,—borrow their designs; while if they were our own, and made the same use of by others, it would be stealing, and we should declare that they have no artistic talent. To some, this may appear truth. But for our own part, we declare that the children of this land, taken in the aggregate, have more refined innate artistic power, than those of any other country in the world. And we look forward to the day when Canada shall shine in Art, and shall glory in the sublime productions of her sons and daughters.

She has, however, much to do ere that time can come. She must introduce the study of Drawing into all her public schools, and have it taught in such a way as will bring out the powers of those who are instructed there. This necessity has been deeply felt in the mother country, and only within a few months has the work been put in active operation.

The causes that have led to the movement will be understood by the following extracts from a Report before a Committee of the House of Commons of some years since. "W. J. Smith, of the firm of Harding, Smith & Co., Pall Mall, says,—'There are many articles we are importing from France, which, were we in possession of designs, might be equally well manufactured here. I do not think a French article would sell without reference to its particular merit.' James Morrison, Esq., M.P., of the firm of Morrison & Co., says,—'I have been well acquainted with the manufactures of this country for more than twenty years. I have found, generally, that we have been much superior to foreign countries in the general manufacture, but greatly inferior in the arts of design. The great mass of the community in this country, not merely the lower and middle classes, but a great portion of the upper classes, have not had their taste cultivated in proportion to their education.' Another gentleman being asked to what cause he attributed the superiority of the manufacture of French gloves, replied,—'To the knowledge the manufacturer has of the shape of the hand.'"

This is as true of America as of England, and is a reproach to both countries. Let both strive to remedy this evil, beginning in the right place, at the foundation, and a few years will show mighty results.

For the first year there is not the least need of copy of any sort. Begin with the combination of form; perfect in that, go to perspective art, and afterwards either take nature for the model, or the rich prints of a well-cultivated imagination.

Wherever manufacture seeks to expand the sale of its productions, art will be needed to beautify, and the laborer, to produce the highest kind of beauty, must possess a knowledge of Drawing.

We complain of the want of native designers, but give them no chance to grow up among us. Let Drawing be introduced as a branch of instruction into all our public schools, and we shall no longer need to rely on other lands for our artistic designs.

GOVERNMENT IN SCHOOLS.

In every system of government, there must be a governor, and the governed. The same is true in relation to schools. The former is the teacher, and the latter, the taught. Every governor should have been well governed, and know well how to govern himself, in order that he may govern those under his care. He who would govern, should first learn obedience. Every teacher should bear in mind, that he is dealing with rational, thinking, reasoning beings, and should treat them as such. He should endeavor to make them clearly understand that it is their duty to do what he requires, and it will be cheerfully done. The *obligation of duty* is a much stronger incentive to do right than the prospect of a reward, and much more effectual than the fear of punishment, in securing obedience and respect. The principle of duty may be urged upon the young, by frequent appeals to their conscience. There is in every human being, a natural, inherent preponderance to do right, and the pendulum of every heart is inclined to gravitate towards virtue. The principle of right is surely fixed in every heart, and by proper culture, will germinate and grow into vigor and luxuriance. The willow-branch of childhood is easily bent, and made to assume any direction; but the oak that has approximated to maturity, is stubborn and refuses to yield to the hand of instruction.

Encouragement is another great element in the government of a school. Kind words and a little commendation, (not flattery,) are great stimulants in a school-room. They secure the good will of the scholars, and cause them to feel that their good conduct is approved. A teacher should always be ready to approbate the right, and disapprobate the wrong, though more forward to approve than condemn, and should always see the good actions of his scholars, if not all their bad ones. He should express his approval, not grudgingly as though it cost him an effort, but cheerfully, convincing his scholars that he appreciates and esteems their conduct.

A teacher should never *hire* his scholars. Rewards, and more especially *pecuniary* rewards, tend to make them labor solely for the reward, while the love of knowledge should itself be a sufficient lure, from the consideration that knowledge is the only proper reward. Knowledge should be sought for the benefit it bestows, and not for some other object held out as a reward.

Never punish a scholar by trying to degrade him. A teacher should not be given to fault-finding. The surest way to discourage scholars, is continually to find fault, and underrate their abilities. When the teacher has to correct, he should make his scholars all feel that it is right, and that he is doing his duty. If the offender feels this, he will need less punishment, and even feel grateful to his teacher for inflicting less than he imagines he really deserves. A twofold advantage is thus realized. The teacher retains the affection of the scholar, and secures his obedience in future. Corporal punishment should only be resorted to in extreme cases, after all other means have proved abortive; and the outlandish practice of compelling scholars to stand on one foot, hold up a billet of wood, lie on the floor, sit under the table, etc., cannot be too severely reprehended.

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Were I called upon to give in brief what the experience of several years in the school-room has taught me, and what I consider the best rules for governing a school, I would say, govern by appealing to the duties that conscience imposes, by approbating whatever you see that is right, by bestowing no rewards of a pecuniary nature, by showing no partiality, by no scolding or threatening, by using the rod only as a dernier resort, and as the only means of corporal punishment; and, above all things, by setting an example before scholars, worthy of their imitation. A teacher who persues this method, will be loved and esteemed by his scholars, and will certainly secure their obedience and respect.—*Ohio Journal of Education.*

THE INTELLECTUAL AND MORAL FACULTIES CONSIDERED IN RELATION TO TEACHING.

ON THE CULTIVATION OF IMAGINATION AND TASTE.

There is no faculty of the mind which requires more careful culture than that of the imagination. When properly regulated and directed, it may be made to contribute to the development of all that is noble and estimable in our nature. It forms an essential element of inventive genius. By imagination we are enabled, as it were, to place ourselves in the situation of others, and to sympathize with them in their distress, and to participate in their sorrows. A man deficient in imagination, however estimable he may be in his general conduct, is usually unsocial, illiberal, and selfish. On the other hand, a person with a wild misguided imagination, occupies his mind in the pursuit of idle dreams and delusions, to the neglect of all those pursuits which are calculated to ennoble a rational being. The imagination should always be kept under the control of reason, and it should never be allowed to wander too long at discretion, amid beautiful and fallacious scenes, so as to impair the judgment. The unrestrained indulgence of imagination often exercises an enfeebling influence over the other powers of the intellect; but a properly regulated imagination gives strength to all the other faculties, and adds a charm to existence.

"His the city's pomp:
The rural honors his. Whate'er adorns
The princely dome, the column, or the arch,
The breathing marbles, or the sculptur'd gold,
Beyond the proud possessor's narrow claim,
His tuneful breast enjoys. For him, the Spring
Distils her dews, and from the silken gem
Its lucid leaves unfolds: for him, the hand
Of Autumn tinges every fertile branch
With blooming gold, and blushes like the morn.
Each passing hour sheds tribute from her wings;
And still new beauties meet his lonely walk,
And loves unfelt attract him. Not a breeze
Flies o'er the meadow—not a cloud imbibes
The setting Sun's effulgence—not a strain
From all the tenants of the warbling shade
Ascends, but whence his bosom can partake
Fresh pleasure, unreprov'd."

To cultivate the imagination, we should exercise it on legitimate objects, and this should be done in harmony with the development of the other powers of the mind. The imagination is exercised—(1) By narratives and stories; (2) By compositions of the poet and the orator, addressed to the passions; (3) By sallies of wit and humour; (4) By works of art addressed to the sense of the beautiful.

The man who excels in all, or any, of these productions of imagination, is said to have an inventive genius; but it is obvious that this must depend, quite as much, upon the strength of the faculty of reason, as upon that of imagination. Geometers and scientific discoverers are often much indebted to the fertility of their imagination. Persons of extraordinary power of imagination are not unfrequently deficient in judgment. Why? certainly not from any want of harmony between these faculties, but rather from the want of a proper education; for a man of philosophical intellect must have a vigorous imagination: the genius of the poet and that of the mathematician are more nearly allied, than people generally suppose.

I. *The picturing style of teaching is one of the best means of developing the imagination of children.*

Very few of our works of imagination are simple enough for the comprehension of a child,—the sentences in them are too long and involved, and the figures and analogical phrases are too far beyond the range of his experience. We cannot expect authors (who generally care more for their own fame than for the improvement of their readers) to put in print all the little and apparently trifling things which they would say to a child. An experienced teacher, on the other hand, naturally clothes his ideas in short pithy sentences, and draws his illustrations and figures of speech from the things with which his pupils are most familiar: he will frequently analyze the figures or analogies which he employs, so as to render their appositeness more vivid and apparent, and to show the difference between a metaphor and an analogical phrase; and, above all things, he will constantly endeavor to inspire his pupils with a love of nature, and to kindle within them the sentiment of beauty. When he has occasion to call the attention of his pupils to the aspect of the morning sky, he speaks of "the blushing morn" or it may be "the rosy morn;" if anything comes suddenly into his mind, it "flashes" upon him; if he draws a picture of extensive forest, he speaks of "the trackless woods;" if he makes a comparison between imagination and reason, he speaks of fancy's *flash* and reason's *ray*. He speaks of reason as the *rudder* of the soul, which guides us through the stormy sea of life; of hope as the *anchor* of the soul; of religion as the *great pillar* of the state; of remorse as *the never dying worm* which gnaws the vitals of its victim; of crime as a *loathsome monster*, and virtue as a *lovely angel* clothed with light; of the *darkness* of ignorance, and the *light* of knowledge; of old age as the *autumn* of life, when all that is lovely withers and decays; and the *whisper* of the breeze, and the *roar* of the tempest.

II. *The imagination of children is cultivated by simple pieces of poetry, or by prose compositions of taste and feeling.*

Simple good poetry delights the ear of children, at the same time that it elevates their character; and even the harmony of elegant prose, if not beyond their comprehension, will melt their tender souls. The best books for children are those which contain simple phrases of beauty, which turn on figures that depend on points of harmony or analogy between the physical and the moral world. "Pilgrim's Progress" is one of the best books for children of ten or twelve years of age. Children should never be allowed to read poetry which they cannot understand, far less to commit it to memory. How matter-of-fact a poetical conception becomes after it has been profaned, day after day, by senseless repetitions! How many of our intellectual pleasures have been marred, by our having had the language of poetry impressed upon our memories, at a time when we could not realize their import! Rhetorical readings, in schools, are something like the exhibitions of the common phantasmagoria—things to laugh at. Teachers commit a gross mistake, when they attempt to bring the higher faculty of imagination too soon into play; just in the same way as many persons lose at chess, by moving their queen too early in the game. Every faculty must be fully developed before the infant soul can spread its wings and fly towards the higher heaven of poetry. True poetry is the holy of holies of the intellectual tabernacle, into which no one should enter until all his faculties are matured and consecrated.

III. *Fables and simple tales are amongst the best means of cultivating the imagination of children.*

Children must romance, whether we permit them or not,—it is one of the most uncontrollable laws of human nature. Good fables and tales always contain instruction,—they turn facts into poetry, and instruct the reason through the imagination. Some little stories contain, in an unobtrusive form, more practical wisdom than many learned homilies. Who would wish to forget the story about the fox and the grapes; or the dog and the shadow; or the shepherd boy and the wolf; or the dog in the manger; or the cock and the diamond; or the lion and the mouse; and so on? Nothing affords children a more sparkling entertainment, than to listen to the parley between the lion and the ass, or between the fox and crow; while each of them adheres to its character with dramatic strictness, each, at the same time, personates some moral quality. The perception of this analogy leads, in the most pleasurable manner, to the cultivation of abstraction and reason.

What child does not read the Arabian Nights' Entertainment with the most lively emotions? Children like to transport themselves, on the wings of imagination, from the cold and sober realities of our northern clime, to the warm and romantic scenes of oriental climes; with their glittering caverns and golden palaces; their genii and their wonderful lamps and rings; their brilliant skies and gorgeous flowers.

"Let Fiction come, upon her vagrant wings
Wafting ten thousand colors through the air,
Which, by the glances of her magic eye,
She blends and shifts at will, through countless forms,
Her wild creation."

Good tales contain nothing really deceptive; for a child, with a properly regulated mind, knows perfectly well when he passes the boundary line which separates the region of fiction from that of facts. We do not appear to have made any advance in this kind of literature, at least for the last quarter of a century. Hans Andersen's fairy stories of the Flying Trunk, the Wild Swans, &c., are very much inferior to our old oriental tales: what modern story of adventures can be placed by the side of our old and dear friend Robinson Crusoe?

IV. *The sentiment of the beautiful, in children, should be cultivated by drawing and music.*

Children should be taught drawing and music, almost as soon as they can speak. They should be early led to copy the most beautiful forms, and to sing the sweetest songs. Whatever is insipid, or deformed, should never be placed before them for imitation. The sentiment of taste should be constantly cultivated, by directing their attention to whatever is captivating in nature, or beautiful in art. The cultivation of taste not only affords us a refined source of pleasure, but also, some how or other, gives force and acuteness to the moral sense.

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Miscellaneous.

A MOUND IS IN THE GRAVE YARD.

1.

A mound is in the grave yard,
A short and narrow bed;
No grass is growing on it,
And no marble at its head:
Ye may go and weep beside it,
Ye may kneel, and kiss the sod,
But ye'll find no balm for sorrow,
In the cold and silent clod.

2.

There is anguish in the household,
It is desolate and lone,
For a fondly cherished nurseling,
From the parent nest has flown:
A little form is missing,
A heart has ceased to beat;
And the chain of love lies shattered,
At the desolator's feet.

3.

Remove the empty cradle,
His clothing put away:
And all his little play-things,
With your choicest treasures lay;
Strive not to check the tear drops,
That fall like summer rain,
For the sun of hope shines through them!—
Ye shall see his face again!

4.

Oh! think where rests your darling!
Not in his cradle bed;
Not in the distant grave yard,
With the still and mouldering dead;
But in a heavenly mansion,
Upon his Saviour's breast,—
With his "brother's" arms around him,
He takes his sainted rest!

5.

He has put on robes of glory,
For the little robes ye wrought;
And he fingers golden harp strings,
For the toys his mother bought:
Oh! weep! but with rejoicing;
A heart-gem have ye given,
And behold its glorious setting,—
In the diadem of heaven.

MRS. JUDSON.

7th June, 1854.



THE CANADA BEAVER.

From an interesting episode in Mr. Thomas C. Keefer's recent Lecture on "The Ottawa," we extract the following sketch of the habits and instincts of that remarkable animal, the Beaver, which has long since been adopted in our heraldric shield, as emblematical of the industry and sagacity of the inhabitants of Canada.

One cannot fail to be struck with admiration and astonishment on visiting the haunts of the beaver, nor can we wonder that the red men should place him at the head of animal creation, or make a Manitou, of him, when Egypt, the mother of the Arts, worshipped such stupid and disgusting Deities. Whether you call it instinct, or whether it is to be called reason, one thing is certain, that if half of humanity were as intelligent, as provident, as laborious and as harmless as the beaver, ours would be a very different world from what it is.

The beaver is the original lumberman and the first of hydraulic engineers. Simple and unostentatious, his food is the bark of trees, and his dwelling—a mud cabin, the door of which, is always open, but under water,—conditions which secure retirement and are favorable to cool contemplation. The single object of his existence being to secure bark enough for himself and family, one would suppose there would not be much difficulty in that;—but as neither beaver nor any other animals, except man, are addicted to works of supererogation, we may be sure that the former in all his laborious arrangements—and those too which alter the face of nature to such an important degree—does no more than is absolutely necessary for him to do. Cast in an inhospitable climate, nearly the whole of his labor is for the purpose of laying in his necessary winter supplies, and water is the only medium by which he can procure and preserve these. Too highly civilized for a nomadic life, he builds permanently, and does not quit his habitation until driven from it, like other respectable emigrants, by stern necessity. We cannot better illustrate the habits of this interesting animal than by accompanying a beaver family, on some fine evening in May, in search of a new home. The papa beaver, with his sons and sons-in-law, wife, daughters and daughters-in-law, and it may be grand children, sallies forth "prospecting" the country for a good location—*i. e.* a stream of easy navigation, and having an abundant supply of their favorite food, the silver birch and poplar, growing as near the river as possible. Having selected these "limits," the next step is to place their dwelling so as to command the greatest amount of food. For this purpose they go as far below the supplies as the character of the stream will permit. A pond of deep still water being an indispensable adjunct to their dwelling: this is obtained by the construction of a dam, and few engineers could select a site to produce the required result so efficiently and economically. The dam and dwelling are forthwith commenced, the materials employed in both being sticks, roots, mud and stones, the two former being dragged by the teeth, the latter carried between the fore paws and the chin. If the dam is extensive, whole trees are gnawed down, the largest of which are of the diameter of an ordinary stove pipe, the stump being left standing about eighteen inches above the ground, and pointed like a crayon. Those trees which stand upon the bank of the stream they contrive to fall into the water as cleverly as the most experienced woodman: those which are more distant, are cut up by their teeth into pieces, which can be dragged to the water. These trees and branches are floated down to the site of the dam, where they are dragged ashore and placed so that the tops shall be borne down by the current, and thus arrest the descending *detritus* and form a strong and tight dam. Critical parts are built up "by hand," the sticks and mud when placed receiving a smart blow from the beaver's tail, just as a bricklayer settles his work with the handle of his trowel. The habitation or hut of the beaver is almost bomb-proof; rising like a dome from the ground on the margin of the pond, and sometimes six or eight feet in thickness in the crown. The only entrance is from a level of three or four feet under the water of the pond. These precautions are necessary, because, like all enterprising animals, the beaver is not without enemies. The wolverine, who is as fond of beaver tail as an old nor'wester, would walk into his hut if he could only get there,—but having the same distaste for water as the cat, he must forego the luxury. It is not, however, for safety that the beaver adopts the submarine communication with his dwelling, although it is for that he restricts himself to it. The same necessity which compels him to build a dam, and thus create a pond of water, obliges him to maintain communication with that pond when the ice is three feet thick upon its surface. Living upon the bark of trees, he is obliged to provide a comparatively great bulk for his winter's consumption; and he must secure it at the season when the new bark is formed and before it commences to dry; he must also store it up where it will not become frozen or dried up. He could not reasonably be expected to build a frost-proof house large enough to contain his family supply, but if he did, it would wither, and lose its nutriment; therefore he preserves it in water. But the most remarkable evidence of his instinct, sagacity, or reason, is one which I have not seen mentioned by naturalists. His pond we have seen must be deep, so that it will not freeze to the bottom, and so that he can communicate with his food and his dam, in case of any accidents to the latter requiring repairs: but how does he keep his food—which has been floated down to his pond—from floating, when in it, and thus becoming frozen in with the ice? I said that in gnawing down a tree the top of the stump was left pointed like a crayon:—the fallen tree has the same form—for the beaver cuts like the woodman, wide at the surface and meeting in an angle in the centre, with this distinction—the four-legged animal does his work more uniformly, cutting equally all around the log—while the two-legged one cuts only from two opposite sides. Thus every stick of provender cut by the animal is pointed at both ends, and when brought opposite his dwelling he thrusts the pointed ends into the mud bottom of his pond sufficiently firm to prevent their being floated out, at the same time placing them in a position in which the water has the least lift upon them; while he carefully apportions his different lengths of timber to the different depths of water in his pond, so that the upper point of none of them shall approach near enough to the surface to be caught by the winter ice.

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When the family are in comfortable circumstances, the winter supply nicely cut and stored away, the dam tight, and no indications of a wolverine in the neighbourhood, the patriarch of the hut takes out the youthful greenhorns to give them lessons in topographical engineering; and in order to try the strength of their tails encourages them to indulge in amateur damming. The beaver works always by night, and to "work like a beaver" is a significant term for a man who not only works earnestly and understandingly—but one who works late and early.

From what has been said it will be readily seen that the maintenance of the dam is a matter of vital importance to the beaver. Some say that the pilot beaver sleeps with his tail in the water in in order to be warned of the first mishap to the dam; but as there is no foundation for such a cool assertion it may be set down as a very improbable tale. The Indians avail themselves of this well known solicitude to catch them: having broken the dam, the risk is immediately perceived by the lowering of the water in the hut—and the beaver, sallying forth to repair the breach, are slaughtered in the trenches.

As the supply of food in the vicinity of the dam becomes diminished the beaver is obliged to go higher up the stream, and more distant from its banks, to procure his winter stores; and this necessity gives rise to fresh displays of his lumbering and engineering resources. In consequence of the distance, and the limited duration of the high water period favourable to transport, the wood is collected into a sort of raft, which, a lumberman asserts, is manned by the beaver and steered by their tails, in the same manner as Norway rats are known to cross streams of water. When the raft grounds, forthwith a temporary dam is thrown across the stream below the "jam," by which the waters are raised, and the raft floated off, and brought down to the dam, which is then torn suddenly away, and the small raft thereby flashed over the adjoining shallows."

YOUNG FOLKS AT SCHOOL.

We have a word of advice for parents who have children at school. Your little ones are dear to you—about as dear as the apple of your eye. Their success at school is near your heart. Of course you'll do nothing to interfere with it. You are anxious to help them along, provided helping them will not seriously tax you. Pardon us for refreshing your knowledge on the subject with a few hints.

Keep them regularly at school.—Absence of a day is bad. They lose one day's lessons. They drop a stitch by the means. It deranges the teacher's plans, and makes it easier for the absence to occur again. Better suffer a great inconvenience than to keep them home a day. Better spend several shillings and some hours, and do errands yourself, than to keep them home to run them.

Be sure they are punctual.—Ten minutes in the morning does you no good, and them much harm. Arrived at the school room ten minutes too late, they disturb the punctual, lose an exercise, provoke the teacher and cultivate a miserable habit of procrastination—The matter of habit is the great objection though. In after years it sticks to a body like a boy to a bare-backed horse, and the harder one runs to be clear of it, the closer it hugs him.

They have lessons to learn out of school.—Let it be held a religious duty that they *learn them well.* By this the teacher judges of your interest in their progress. If they always go prepared on these home lessons, he is careful that they get well on with their school lessons. He feels that he is watched; he is interested for your children; and whether he means it or not, knows it or not, he labours more faithfully for their advancement. If the evidences are that you pay no attention to them at home, he does his duty mechanically, and only hopes for the best.

Sometimes you are a little at leisure. Once in a great while you don't know what to do with yourself. Then, we pray you, bestir yourself, and give up an hour to *visit the school*—Make suddenly your appearance in the room where they are reciting. You will see whether the room is an ill-ventilated, close, stifled pen, or a room fit for a half fledged immortal to grow in; by whose side they sit; whether they look tired, weary and languid, or as if they were careful to learn, and doing well; whether they are associating with lads or lasses fit for their company, or breathing impurities, and contracting evil habits, unawares, daily.

Try it a month, if you are not now doing it, and accept our pledge that before the thirtieth day is up, you will see a most marked improvement in your little folks' scholarly habits and attainments, and that you will come to the conclusion that their teacher is one of the best in the world. If you have never paid much attention to such things, you will be surprised to see *how much the teachers are doing for you; and still* further, you will wonder how much more they will do if their efforts are RECOGNIZED AND APPRECIATED.—*N. Y. Times.*

THE TOWN OF ODESSA.

The town of Odessa was founded by Catherine II., after she had extended her dominions, in 1792, to the banks of the Dniester, and in sixty years has become the emporium of the trade of Southern Russia. Its population, exclusive of the garrison, exceeds 70,000, and the total amount of its export and import trade was valued in 1849 at about four millions and a half sterling. The town is built on cliffs, which rise to a considerable height above the sea, and form a sort of amphitheatre round the bay. It is fortified according to the modern principles of defence, and the citadal, on the east side of the town, commands the port. The port itself is formed by two large moles, one of which is regularly defended by a parapet, with embrasures for cannon. The anchorage in the bay is good, and the water so deep that vessels of the first class may lie within reach of the shore.

INCITEMENT TO PERSEVERANCE.

Nothing is impossible. Strike out a new path—court honor, fame, glory, wealth.—All shall be yours, if you so will. But with the will there must be energy, courage, foresight, prudence. The heart must be steeled either to bear the shafts of envy, or to hear unmoved the sigh of the widow and fatherless. In many cases the sweet joys of home must be foregone, and the wife considered an appendage, worth the money she saves; the children as only so many incentives to lay up the gold that perishes in the using.

Ask you for fame? Nothing is easier obtained. Turn your hat inside out, wear a shoe on one foot and a boot on the other; make yourself known by your oddities; get "posted up" about town; you are a marked man—the property of the public; you are famous do what you will.

Ask you for wealth? Begin your search early. Sleep on your pallet of straw—toil till after the midnight hour—breakfast on a crust—eat no dinners—never allow yourself the luxury of a warm supper. Tie yourself to a penny, and be the bond slave of a dollar.

Deny yourself the pleasure of a book—consider a newspaper a nuisance—forget that you have a soul; turn a deaf ear to distress—time for benevolence when you get rich; then you may sit down with the pious reflection that your deeds are honest—for, good man, have you ever demanded more than your due?

What if your brother perishes in destitution and misery—art thou thy brother's keeper? What if that poor debtor died in a prison-house—was not his debt a lawful one? Was your demand more than the strictest justice might warrant?

Then you can take your gilded bible, turn over its embellished pages, and lets its clear, beautiful print, rejoice the sight of thine eyes. But, what, if unthinkingly, they should rest upon the following passage:

"Thou hast sent widows away empty, and the arms of the fatherless have been broken. Therefore, snares are around about thee, and sudden fear troubleth thee"

Never think to get away from the justice of that sentence. Hedge thyself in with golden thorns as thou wilt, snares are round about thee, and sudden fear troubleth thee.—*Boston Olive Branch.*

THE LAZY BOY.

A lazy boy makes a lazy man, just as sure as a crooked twig makes a crooked tree. Who ever yet saw a boy grow up in idleness that did not make a shiftless vagabond when he became a man, unless he had a fortune left him to keep up appearances? The great mass of thieves, paupers, and criminals that fill our penitentiaries and alms-houses, have come to what they are by being brought up in idleness. Those who constitute the business portion of the community, those who make our useful men, were trained up in their boyhood to be industrious.

When a boy is old enough to begin to play in the street, then he is old enough to be taught to work. Of course we would not deprive children of healthful, playful exercise, or the time they should spend in a study, but teach them to work, little by little, as the child is taught to learn at school. In this way he will acquire habits of industry that will not forsake him when he grows up.

Many parents who are poor, let their children grow up to fourteen or sixteen years of age, or till they can support them no longer, before they put them to labor. Such children, not having any idea of what work is, and having acquired habits of idleness, go forth to impose upon their employers with laziness,. There is a repulsiveness in all labor set before them, and to get it done, no matter how, is their only aim. They are ambitious at play, but dull at work. The consequence is, they rove about the world, get into mischief, and finally find their way to the prison or almshouse.

With the habits of idleness, vice may generally, if not invariably be found. When the mind and hands are not occupied in some useful employment, an evil genius finds them enough to do. They are found in the street till late in the evening, learning the vulgar and profane habits of those older in vice; they may be seen hanging around groceries, bar rooms, and streets, where crowds, gather, but they are seldom found engaged in study.

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A lazy boy is not only a bad boy, but a disgrace to his Parents, for it is through their neglect that he became thus. No parents, however poor, need let their children grow up in idleness. If they cannot be kept at manual labor, let their minds be kept at work; make them industrious scholars, and they will be industrious at any business they may undertake in after life.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: JUNE, 1854.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (upwards of 500 per month) on various subjects.

GRAMMAR SCHOOLS IN UPPER CANADA.

Numerous inquiries have been addressed to the Educational Department, in regard to the publication of the New Grammar School Act, together with the forms and regulations, and the authorised list of text books for Grammar Schools.—As yet, we have not been able to furnish the information desired. In the next number of the Journal, however, we hope to be able to insert a copy of the New Act itself, together with the first annual apportionment of the Legislative Grant in aid of Grammar Schools, made under the authority of the Act in question, and other necessary information. This done, the second great link in the chain of national education in Upper Canada will have been formed; and we ardently hope, that under the now popularised Grammar School Act, the promotion and success of so essential an auxiliary to the completeness of our educational system as Grammar Schools, will be as energetic and gratifying, as that which has marked the history of the common schools during the last four years.

DOCUMENTS SENT TO LOCAL SCHOOL OFFICERS.

During the present month, the following documents have been dispatched through the mail, from the educational department:—

1. The Chief Superintendent's annual report, for 1852–3; to Trustees, Superintendents, and other parties entitled to a copy, as in former years.

2. The Supplemental Catalogue of books for public libraries, in U. C.—to Trustees, Local Superintendents, &c.;

3. Common School Trustees' blank forms, of semi-annual returns, to Local Superintendents, for the six months, ending on the 30th instant. These were sent in last month's *Journal*.

4. Seperate School Trustee forms of semi-annual returns, to the Local Superintendents for the same period. These have been sent in an envelope direct to the separate School Trustees.

5. Copies of the pamphlet, containing the law and regulations relating to public School libraries, to Local Superintendents and parties to whom library books have been forwarded from the department.

OFFICIAL ANSWERS TO QUESTIONS PROPOSED BY LOCAL SCHOOL AUTHORITIES.

(*Continued from the Journal of Education for May*, 1852, *page* 73.)

From the first day of January, 1854, up to the 30th of June, 3062 letters and documents, or upwards of 500 per month, were received at the Educational Department for Upper Canada. Very many of these letters contained questions from various parts of the Province involving precisely the same points of law—of prudential management, or of general educational interest. From the official replies transmitted by the Department to these various questions, we have selected, and shall continue to select, those applicable to the great majority of cases usually submitted:—

NUMBER 22.

Sub-apportionment of School moneys by a local Superintendent.

A local superintendent wishes to have an illustration of the principle upon which he shall proceed in distributing the School Fund. The Chief Superintendent's reply is as follows:—

"The standard by which all the schools are to be dealt with, for each half year, is six months, or six. If, therefore, there are two schools with an average attendance each of 50 pupils, the one kept open three months and the other six, the latter is entitled to twice as much as the former. When the School Fund is distributed according to the average attendance, *time* as well as *attendance* must be taken into account; when it is distributed according to length of time alone that schools are kept open (as provided in the 18th section of the Supplementary School Act) *attendance* is not taken into account. See my remarks on the subject in my Circular to local Superintendents in the *Journal of Education* for June 1853; also in the *Journal* for September, page 144."

NUMBER 23.

Refusal to honor a local Superintendent's check by a Sub-Treasurer.

A teacher, having presented a local superintendent's check to a sub-treasurer for payment, some time after the period allowed by law for the collection of the annual school assessment, was refused, on the plea that there were no school funds in the treasury. He applied to the Department for advice, and received the following:—

"Your only and sure resource is to *sue* the sub-treasurer for the amount of your check upon him, as the treasurer or sub-treasurer is required by law to pay all lawful orders of local superintendents for school moneys, whether he has school moneys in hand or not. See the 1st and 4th clauses of the 27th section of the Common School Act of 1850. You can sue and recover the amount of the check and the interest on it from the time you first presented it; and if the treasurer had no funds to pay it, he must look to the Council to compensate him for any losses he may have sustained by the suit or payment of the money."

NUMBER 24.

Numerous trustees, suffering under embarrassment, arising out of unnecessary interference on the part of their constituents and others in passing resolutions contrary to law, and those at a loss how to proceed in certain cases, having applied for advice received the following. The answers selected are samples of the replies sent to each class of cases submitted:

Illegal Resolution to compel parents to defray all the expenses of a School.—Liability of Trustees.

"In reference to the Resolution adopted at the annual school meeting, declaring that all the expenses of the school for the current year, should be provided for by rate-bill on parents sending their children to

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the school, I have to remark that it is null and void, beyond the imposing of the highest rate-bill permitted by law,—namely, one shilling and threepence per month for each child attending the school. No additional or other rate-bill than this one shilling and threepence a month can be imposed by law upon any person for a child attending school. All the rest of the expenses of the school must be provided for by a rate on all the taxable property of the School Section. This is the requirement of the law, and does not depend upon the views of trustees, or the vote of a school meeting.

"If the trustees do not keep the school open six months of the year, and thus forfeit the apportionment of the School Fund, they become (according to the 9th section of the Supplementary School Act of 1853) personally liable for the amount thus forfeited and lost to their Section.

"I refer you to the *Journal of Education* for December 1856, where, in an article headed 'Hints to Trustees,' you will find the powers and responsibilities of trustees distinctly specified."

NUMBER 25.

Attendance from other School Sections not lawful, except in certain cases.

"Trustees were under no obligations and, strictly speaking, have no authority to admit any other than pupils resident in their own Section, except in the case provided for in the 12th section of the Supplementary School Act of 1853. If other non-resident children are admitted to the school, the trustees must agree with their parents as to the sum they are to pay, or to lay down a condition that each non-resident pupil shall pay a certain sum per month or per quarter. But such fees can only be collected by suing, if the persons concerned do not pay voluntarily.

"No parents can be compelled to pay a *rate-bill* for a child whom he does not send to school. But he is liable to pay all other school rates of his Section except the rate-bill."

NUMBER 26.

Tax-payer's right to a School.—Interference by a Township Council.—Inviolability of School moneys.

"1. A person has a right to send his child to the school of any Section in which he is taxed.

"2. The proceeds of all property taxed within the limits of a School Section must be paid to the Corporation of that Section, whether the owner of it resides in such Section or not. A Township Council has no authority to give any orders as to the disposal of any school moneys; much less has it authority to contravene the law of the land. The County Council alone has authority to levy the assessment part of the School Fund; a Township Council has no authority to levy a school rate in any School Section, except at the request of the trustees of a School Section, and subject to their order. The only tax for educational purposes that the School Law authorises the Township Council to levy, except at the request of the trustees of School Sections, are for a Township Library and a Township Model School, as provided for in the 2nd clause of the 18th section of the Common School Act of 1850.

"3. The trustees cannot apply for library purposes money raised for the payment of teachers. In your case, the trustees might, as it were, borrow the surplus money to which you refer for the purchase of a library, and refund it by rate, when required, for the payment of your teachers."

NUMBER 27.

Assessor's Roll, the sole guide for Trustees in levying School Rates.

"The Assessor's Roll must be the guide of trustees as to what property, or portion of property, belonging to any person is liable to pay School Rates in their section. The 16th section of the Supplementary School Act of 1853, contains directions and requirements to assessors, as to the manner in which they must assess property. But whether that roll is correct or not, the trustees must be guided by it, in levying school rates, as required by the 8th clause of the 12th section of the School Act of 1850."

NUMBER 28.

Meaning of the term "Lot" in the School Act.—Retrospective Assessments.

"The meaning of the term 'lot' in the proviso of the 16th section of the Supplementary School Act of 1853, depends upon the original survey of the Township. If in such survey the land was divided into portions of 200, or 100, or 50 acres each, then a 'lot' means that quantity of land; that is, provided the property does not consist of parts of two or more lots.

"An assessment may be levied and collected in 1854 for a house erected in 1853, or at any previous period."

NUMBER 29.

Rates levied on Property, not on Individuals.—Law expenses incurred by Trustees to be borne by the Section.

"All rates are levied on *property*, not on individuals; and if the rates thus levied are not paid, when called for, by the persons resident on the property, then whatever goods or chattels may be found on it are first liable to be seized and sold for the payment of the rates. If no goods or chattels for the trustees to distrain can be found, a return is made to the Clerk of the Municipality, and the rates will be collected in the same manner as the arrears of other taxes. (See 22nd section of the Supplementary School Act of 1853.) It is for parties buying and selling landed and other property to settle between themselves in regard to the payment of taxes; with that the trustees having nothing to do—only with the property as they find it valued on the Assessment Roll, and as it exists.

"Any expenses which trustees may incur in law proceedings in the defence or enforcement of their authority, is a legitimate part of the expenses which they have a right to collect from the School Section on whose behalf they act,—and not gratuitously."

NUMBER 30.

Union of Sections in adjoining Counties, how effected.

"The School Sections in adjoining Townships in different Counties can be united in the same way as School Sections in adjoining Townships in the same County, as provided in for the 5th proviso in the 4th clause of the 18th section of the School Act of 1850, but not in any other way. Two Sections in the same Township can be united as provided for in the first part of the clause referred to. But a mere vote of parties in School Sections is not sufficient to unite them legally, but is proper to prepare the way for parties authorised by law to do it. In an Union School Section there can be but three lawful trustees, elected in the same manner as trustees in any other Sections."

To be continued.

THE ART OF EDUCATION.—PAST AND PRESENT.

From an elaborate and interesting paper in the *North British Review* for last month, (No. XLI.) entitled "the Art of Education," we make the following extracts. The paper itself contains a minuté analysis of the past and present systems of teaching. It severely criticises the pretensions of the Pestalozzian system, but thinks that its failure to produce its ligitimate results, proceeds not from any want of philosophic adaptation to the end to be attained,—but rather to its indiscriminate use in unskilled hands.

Introductory to this analysis, the Writer proceeds to review the progress of the art of teaching during the last fifty-years. He asks:—

After fifty-years of discussion, experiment, and comparison of results, may we not expect a few steps toward the goal to be already made good? Some old methods must by this time have fallen out of use; some new ones must have become established; and many others must be in process of general abandonment or adoption. Probably we may see in these various changes when put side by side, similar characteristics—may find in them a common tendency; and so, by inference, may get a clue to the direction in which experience is

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leading us, and gather hints how we may achieve yet further improvement. Let us, then, as a preliminary to a deeper consideration of the matter, glance at the leading contrasts between the education of the past and of the present.

The suppression of every error is commonly followed by a temporary ascendancy of the contrary one; and so it happened, that after the ages of physical development alone was aimed at, there came an age when culture of the mind was the sole solicitude—when children had lesson-books put before them at between two and three years old—when school hours were protracted, and the getting of knowledge was thought to be "the one thing needful." As, further, it commonly happens that after one of these reactions the next advance is achieved by co-ordinating the antagonist errors, and perceiving that they are opposite sides of one truth; so we are now coming to the conviction that body and mind must both be cared for, and the whole being unfolded. The forcing system has been more or less abandoned, and precocity is discouraged. People are beginning to see that the first requisite to success in life, is to be a good animal. The best brain is found of little service, if there be not enough vital energy to work it; and hence, to obtain the one by sacrificing the source of the other, is now considered a folly—a folly which the eventual failure of juvenile prodigies constantly illustrates. Thus we are beginning to appreciate the saying, that one secret in education is "to know how wisely to lose time."

The once universal practice of learning by rote, is daily falling into discredit. All modern authorities condemn the old mechanical way of teaching the alphabet. The multiplication table is now frequently taught experimentally. In the acquirement of languages, the grammar-school plan is being superseded by plans based on the spontaneous process followed by the child in gaining its mother's tongue. Describing the methods there used, the "Reports on the Training School Battersea," say:—"The instruction in the whole preparatory to the course is chiefly oral, and is illustrated as much as possible by appeals to nature." And so throughout. The rote system, like other systems of its age, made more of the forms and symbols than of the things symbolized. To repeat the words correctly was everything; to understand their meaning nothing; and thus the spirit was sacrificed to the letter. It is at length perceived, that in this case as in others, such a result is not accidental but necessary,—that in proportion as there is attention to the signs, there must be inattention to the things signified; or that, as Montaigne long ago said—*Savoir par cœur n'est pas savoir.*

Along with rote teaching, is declining also the nearly allied teaching by rules. The particulars first, and then the generalization, is the new method—a method, as the Battersea School Reports remark, which, though "the reverse of the method usually followed which consists in giving the pupil the rule first." is yet proved by experience to be the right one. Rule-teaching is now condemned as imparting a merely empirical knowledge—as producing an appearance of understanding without the reality. To give the net product of inquiry, without the inquiry that leads to it, is found to be both enervating and inefficient. General truths to be of due and permanent use, must be earned. "Easy come easy go," is a saying as applicable to knowledge as to wealth. Whilst rules, lying isolated in the mind—not joined to its other contents as outgrowths from them—are continually forgotten, the principles which those rules express piecemeal, become, when once reached by the understanding, enduring possessions. Whilst the rule-taught youth is at sea when beyond his rules, the youth instructed in principles solves a new case as readily as an old one. Between a mind of rules and a mind of principles, there exists a difference such as that between a confused heap of materials, and the same materials organized into complete whole, with all its parts bound together. Of which types this last has not only the advantage that its constituent parts are better retained, but the much greater advantage, that it forms an efficient agent for further inquiry, for independent thought, for discovery—ends for which the first is utterly useless. Nor let it be supposed that this is a simile only: it is the literal truth. The union of facts into generalizations is the organization of knowledge whether considered as an objective phenomenon, or a subjective one; and the mental grasp may be measured by the extent to which this organization is carried.

From the substitution of principles for rules, and the necessarily co-ordinate practice—the leaving abstractions untaught until the mind has been familiarized with the facts from which they are abstracted—has resulted the postponement of some once early studies to a late period. This is exemplified in the abandonment of that intensely stupid custom, the teaching of grammar to children. As M. Marcel* says:—"It may without hesitation be affirmed, that grammar is not the stepping-stone, but the finishing instrument." As Mr. Wyse† argues:—"Grammar and Syntax are a collection of laws and rules. Rules are gathered from practice; they are the results of induction to which we come by long observation and comparison of facts. It is, in fine, the science, the philosophy of language. In following the process of nature, neither individuals nor nations ever arrive at the science *first*. A language is spoken, and poetry written, many years before either a grammar or prosody is even thought of. Men did not wait till Aristotle had constructed his logic, to reason." In short, as grammar was made after language, so ought it to be taught after language—an inference which all who recognise the relationship between the evolution of the race and of the individual, will see to be unavoidable.

Of the new practices which have grown up during the decline of the old ones, the most important is the systematic culture of the powers of observation. After long ages of blindness men are at last seeing that the spontaneous activity of the observing faculties in children has a meaning and a use. What was once thought mere purposeless action, or play, or mischief, as the case might be, is now recognised as the process of acquiring a knowledge on which all after-knowledge is to be based. Hence the well-conceived but ill-conducted system of *object-lessons*. The saying of Bacon, that physics is the mother of the sciences, has come to have a meaning in education. Without an accurate acquaintance with the visible and tangible properties of things our inferences must be erroneous, our operations unsuccessful, and our general conceptions more or less fallacious. "The education of the senses neglected, all after education partakes of a drowsiness, a haziness, an insufficiency which it is impossible to cure." Indeed, if we consider it, we shall find that exhaustive observation is an element in all great success. It is not to artists, naturalists, and men of science only, that it is needful; it is not only that the skilful physician depends on it for the correctness of his diagnosis, and that to the good engineer it is so important that some years in the workshop are prescribed for him; but we may see that the philosopher also is fundamentally one who *observes* relationships of things which others have overlooked, and that the poet, too, is one who *sees* the fine facts in nature which all recognize when pointed out, but did not before remark. Nothing requires more to be insisted on than that vivid and complete impressions are all essential. No sound fabric of wisdom can be woven out of a rotten raw-material.

Whilst the old method of presenting truths in the abstract has been falling out of use, there has been a corresponding adoption of the new method of presenting them in the concrete. The rudimentary facts of exact science are now being learnt by direct intuition, as textures and taste, and colours are learnt. The use of the ball frame for first lessons in arithmetic exemplifies this. It is well illustrated, too, in Professor De Morgan's mode of explaining the decimal notation. M. Marcel, rightly repudiating the old system of tables, teaches weights and measures by the use of the actual yard and foot, pound, and ounce, gallon and quart; and lets the discovery of their relationships be experimental. The use of geographical models and of models of the regular bodies, &c, as introductory to geography and geometry respectively, are facts of the same class. Manifestly a common characteristic of these methods is, that they carry each child's mind through the same process which the mind of humanity at large has gone through. The truths of number, of form, of relationship in position, were all originally drawn from objects; and to present these truths to the child in the concrete is to let him learn them as the race learned them. By and by, perhaps, it will be seen that he cannot possibly learn them in any other way; for that if he is made to learn them as abstractions, the abstractions can have no meaning for him, until he has of himself found that they are simply statements of what he intuitively discerns.

But of all the changes taking place, the most significant is the growing desire to make the acquirement of knowledge pleasurable rather than painful—a desire based on the more or less distinct perception that the intellectual action which a child at each age finds agreeable, is a healthful one for it; and conversely. There is a spreading opinion that the existence of an appetite for any kind of knowledge implies that the unfolding mind has become fit to assimilate it, and needs it for the purposes of growth: and that on the other hand, the disgust felt towards any kind of knowledge is an index either that it is prematurely presented, or that it is presented in an indigestible form. Hence the efforts to make early education amusing, and all education interesting. Hence the lectures on the value of play. Hence the defence of nursery rhymes, and fairy tales. Daily we more and more conform our plans to juvenile opinion. Does the child like this or that kind of teaching? does he take to it? we constantly ask. "His natural desire of variety should be indulged," says M. Marcel; "and the gratification of his curiosity should be combined with his improvement." "Lessons," he again remarks, "should cease before the child evinces symptoms of weariness." And so with later education. Short breaks during school-hour, excursions into the country, amusing lectures, choral songs,—in these and many like traits, the change may be discerned. Asceticism is disappearing out of education as out of

* A recent French writer on "Language as a means of mental culture and international communication."

† Author of "Educational Reform," and present British Minister to Greece.

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life; and the usual test of political legislation—its tendency to promote happiness—is beginning to be, in a great degree, the test of legislation for the school and the nursery.

What now is the common characteristic of these several changes? Is it not an increasing conformity to the methods of nature? The relinquishment of early forcing against which nature ever rebels, and the leaving of the first years for exercise of the limbs and senses, show this. The superseding of rote-learnt lessons by lessons orally and experimentally given, like those of the field and play-ground show this. The disuse of rule-teaching, and the adoption of teaching by principles—that is, the leaving of generalizations until there are particulars to base them on—show this. The system of object-lessons shows this. The teaching of the rudiments of science in the concrete instead of the abstract, shows this. And above all, this tendency is shown in the variously-directed efforts to present knowledge in attractive form, and so to make the acquirement of it pleasurable; for as it is the order of nature in all creatures that the gratification consequent on the fulfilment of needful functions serves as a stimulus to their fulfilment—as during the self-education of the young child, the delight taken in the biting of corals, and the pulling to pieces of toys, becomes the prompter to actions which teach it the properties of matter—it follows that, in choosing the succession of subjects and the modes of instruction which most interest the pupil, we are fulfilling nature's behests, and adjusting our proceeding to the laws of life.

Thus, then, we are in the highway towards the doctrine long ago enunciated by Pestalozzi, that alike in its order and its methods, education must conform itself to the natural process of mental evolution—that there is a certain sequence in which the faculties spontaneously develope, and a certain kind of knowledge which each requires during its development; and that it is for us to ascertain this sequence, and to supply this knowledge. All the improvements above alluded to are partial applications of this general principle. A nebulous perception of it now prevails amongst teachers; and it is daily more insisted on in educational works. "The method of nature is the archetype of all methods," says M. Marcel. "The vital principle in the pursuit is to enable the pupil rightly to instruct himself," writes Mr. Wyse. The more science familiarizes us with the constitution of things the more do we see in them an inherent self-sufficingness. A higher knowledge tends continually to limit our interference with the processes of life. As in medicine the old "heroic treatment" has given place to mild treatment, and often no treatment save a normal regimen—as we have found that it is not needful to mould the bodies of babes by bandaging them in papoose fashion or otherwise—as in gaols it is being discovered that no cunningly devised discipline of ours is so efficient in producing reformation as the natural discipline, the making prisoners maintain themselves by productive labor—so in education we are finding that success is to be achieved only by rendering our measures subservient to that spontaneous unfolding which all minds go through in their progress to maturity.

Of course this fundamental principle of tuition, that the arrangement of matter and method must correspond with the order of evolution and mode of activity of the faculties—a principle so obviously true, that once stated it seems almost self evident—has never been wholly disregarded. Teachers have unavoidably made their school-courses coincide with it in some degree, for the simple reason, that education is possible only on that condition. Boys were never taught the rule of three until after they had learnt addition. They were not set to write exercises before they had got into their copy-books. Conic sections have always been preceded by Euclid. But the error of the old methods consists in this, that they do not recognize in detail what they are obliged to recognize in the general. Yet the principle applies as fully in the one case as in the other. If from the time when a child is able to conceive two things as related in position, years must elapse before it can form a true concept of the earth as a sphere, made up of land and sea, covered with mountains, forests, rivers, and cities, revolving on its axis, and sweeping round the sun—if it gets from the one concept to the other by degrees—if the intermediate concepts which it forms are consecutively larger and more complicated—is it not manifest that there is a general succession to which only it can pass; that each larger concept is made by the combination of smaller ones, and presupposes them; and that to present any of these compound concepts before the child is in possession of its constituent ones, is only less absurd than to present the final concept of the series before the initial one? In the mastering of every subject some course of increasingly complex ideas has to be gone through. The evolution of the corresponding faculties essentially consists in the assimilation of these; which in any true sense, is impossible, without they are put into the mind in the normal order. And when this order is not followed, the result is, that they are received with apathy or disgust; and that unless the pupil is intelligent enough to eventually fill up the gaps himself, they lie in his memory as dead facts, capable of being turned to little or no use.

ELOQUENT PASSAGES FROM DISTINGUISHED ORATORS.

Grattan.

In speaking of the Irish independence, he says:—"I sat by its cradle—I followed its hearse."

Sheridan.

Give them a corrupt House of Lords, give them a venal House of Commons; give them a tyrannical Prince, give them a truckling Court, and let me have but an unfettered press, and I will defy them to encroach an hair's breadth upon the liberties of England.

Curran.

Liberty is commensurate with, and inseparable from British soil; British Law proclaims even to the stranger and the sojourner, the moment he sets his foot upon British earth, that the ground on which he treads is holy and consecrated by the genius of universal emancipation! No matter in what language his doom may have been pronounced; no matter what complexion incompatible with freedom,—an Indian or an African sun may have burnt upon him;—no matter in what disastrous battle his liberty may have been cloven down; no matter with what solemnities he may have been devoted upon the altar of slavery; the first moment he touches the sacred soil of Britain, the Altar and the God sink together in the dust; his soul walks abroad in her own majesty; his body swells beyond the measure of his chains that burst from around him; and he stands redeemed, regenerated, and disenthralled, by the irresistible genius of universal emancipation!

Webster.

In his oration in honor of Adams and Jefferson, at Bunker's Hill, he says:—"Although no sculptured marble should rise to their memory, nor engraved stone bear record to their deeds, yet will their remembrance be as lasting as the land they honoured. Marble columns may indeed moulder into dust, time may erase all impress from the crumbling stone, but their fame remains; for with American liberty it rose and with American liberty only can it perish! It was the last swelling peal of yonder choir—'their bodies are buried in peace, but their name liveth evermore.' I catch the solemn song! I echo that lofty strain of funeral triumph!—'Their name liveth evermore!'"

Speaking of the American Revolution, and the greatness of England, he says:—It was against the recital of an act of Parliament rather than against any suffering under its enactments, that they took up arms. They went to war against a preamble! They fought seven years against a declaration! They raised their flag against a power to which, for purposes of foreign conquest and subjugation, Rome in the height of her glory is not to be compared!—A power which is dotted over the surface of the whole globe with her possessions and military posts, whose morning drum-beat following the sun, and keeping company with the hours, circles the earth daily with one continuous and unbroken strain of the martial airs of England!

Hon. Wm. Young, of Nova Scotia.

Our attachment to our Queen, our own Victoria, is mingled with a tenderness not inconsistent with the sterner sentiment, which it softens and embellishes without enervating. Let her legitimate authority as a constitutional Monarch; let her reputation as a Woman be assailed, and notwithstanding the lamentation of Burke that the age of chivalry was past, thousands of swords would leap from their scabbards to avenge her. Ay, and they would be drawn as freely, and wielded as vigorously and bravely in Canada or in Nova Scotia, as in England. Loyalty, love of British Institutions!—They are engrafted in our very nature; they are part and parcel of ourselves; and I can no more tear them from my heart (even if I would, and lacerate all its fibres), than I would sever a limb from my body.—*Speech at Toronto*, 1844.

M. Quarterly Review. (*New York.*)

The Orator must be rather the servant of sublimity; he must be the victim of its feeling; the agent of its power; he must lose himself in its swelling current, bury his language in its rolling wave, and retire till its dashing surges have passed over his audience and disappeared for ever. Vol. 25. p. 520. Rev. J. Floy. *Oct.* 1848.

STATE OF EDUCATION IN EUROPEAN CONTINENTAL COUNTRIES.

In 1844 the Senate of the University of Cambridge appointed Joseph Kay, Esq., as Travelling Bachelor of the University, and commissioned him to travel through Western Europe, in order to examine the social condition of the poorer classes of the different countries. In the performance of this important duty, he spent eight years, travelling in that time through Prussia, Saxony, the Austrian empire, Bavaria, Wirtemburg, the Duchy of Baden, Hanover, Oldenburg, Lombardy, Switzerland, France, Belgium, and Holland, as well as through England, Wales, and parts of Scotland and Ireland. Some of the information thus

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collected, he published in a work in two volumes, containing respectively two great divisions, viz., "The peasant proprietors," and "The education of the people." Under the former head, he discusses the results of the education of the peasants, combined with the subdivision of land among them,—showing that it tends to strengthen their prudence, foresight, and economy—that it encourages virtuous and temperate habits among the people, fosters a respect for property, and tends greatly to improve the cultivation of the land, the character of their houses, and their villages, and so on. It is however, to the contents of the second volume of Mr. Kay's work that we would direct attention; and for the sake of the readers of the Journal, to whom the volumes may not be accessible, we propose, in a brief way, to lay before them some of the more interesting details regarding the state of education in Continental countries, as given by our author in his valuable work.

The following statement as to the great diffusion of education on the Continent, cannot but be interesting:—

"It is a great fact, however much we may be inclined to doubt it, that throughout Prussia, Saxony, Bavaria, Bohemia, Wirtemburg, Baden, Hesse Darmstadt, Hesse Cassel, Gotha, Nassau, Hanover, Denmark, Switzerland, Norway, and the Austrian empire; ALL the children are actually, at this present time, attending school, and receiving a careful, religious, moral, and intellectual education from highly educated and efficient teachers. ALL the youth of the greater part of these countries, below the age of twenty-one years, can read, write, and cipher, and know the Bible history, and the history of their own country. No children are left dirty and idle in the streets of the towns—there is no class of children to be compared, in any respect, to the children who frequent our "ragged schools"—all the children, even of the poorest parents, are, in a great part of these countries, in dress, appearance, cleanliness, and manners, as polished and civilised as the children of our middle classes—the children of the poor in Germany are so civilised that the rich often send their children to the schools intended for the poor; and, lastly, in a great part of Germany and Switzerland, the children of the poor are receiving a *better* education than that given in England to the children of the greater part of our middle classes! These facts deserve to be well considered."

The writer proceeds to argue that these great results have been attained in the face of obstacles, arising from religious differences and sectarianism, among the people of Continental countries. That likewise all the political difficulties of the question have been overcome, notwithstanding the various and most opposite forms of government existing in these countries:—

"I can give a traveller," says he, "who is desirous of comprehending at one short view the workings of the German and Swiss systems of popular education, no better advice, than to direct him to notice the state of the streets in any German or Swiss town which he happens to visit: no matter where it be, whether on the plains of Prussia or Bavaria, on the banks of the Rhine, in the small towns of the Black Forest, or in the mountainous cantons of Alpine Switzerland,—no matter where,—let him only walk through the streets of such a town in the morning or the afternoon, and count the number of children to be found there above the age of four or five; or let him stand in the same streets, when the children are going to or returning from the schools, and let him examine their cleanly appearance—the good quality, the excellent condition, and the cleanliness of their clothing, the condition of the lesson books they are carrying, the happiness and cheerfulness, and, at the same time, the politeness and ease of their manners; he will think he sees the children of the rich; but let him follow them home, and he will find that many of them are the offspring of the poorest artizans and labourers of the town. If that one spectacle does not convince him of the magnitude of the educational efforts of Germany, and of the happy results which they are producing, let him go no further, for nothing he can further see will teach him. Let him then come home, and rejoice in the condition of our poor; but should he start at this extraordinary spectacle, as I have seen English travellers do, to whom I have pointed out this sign of advanced and advancing civilisation, let him reflect, that this has been effected, spite of all the obstacles which impede ourselves."

In regard to the architecture of the School houses the author says that:—

"In Switzerland and South Germany, the village school is generally the finest erection of the neighbourhood. In the towns the expenditure on these monuments of a nation's progress is still more remarkable. Here the municipal authorities generally prefer to unite several schools for the sake of forming one complete one. This is generally erected on the following plan:—A large house is built of three or four stories in height, with commodious play-yards behind. The one or two upper stories are used as apartments for the teachers; the lower rooms are set apart for the different classes. A town school has generally, from *eight* to *ten*, and sometimes twelve or fourteen, of these class-rooms, each of which is capable of containing from 80 to 100 children. An educated teacher is appointed to manage each class, so that there is generally a staff of at least *eight* teachers connected with each town school of Germany; and I have seen schools with as many as twelve and fourteen teachers. The rooms are filled with desks, maps, and all the apparatus which the teachers can require for the purpose of instruction. I generally noticed, on entering a small German or Swiss town, that, next to the church, the finest building was the one set apart for the education of the children."

"It is impossible to estimate the enormous outlay which Germany has devoted to the erection and improvement of school-houses alone, during the last fifteen years. In the towns, hardly any of the old and inefficient buildings now remain, except where they have been improved and enlarged. In Munich, I directed my conductor to lead me to the worst school buildings in the city, and I found all the class-rooms measuring fourteen feet high, by about twenty-five square, and ten of such class-rooms in each school-house, each of which rooms was under the constant direction of an educated teacher. In the Grand Duchy of Baden, I found that the Chambers had passed a law prohibiting any school-house being built, the rooms of which were not fourteen feet high."

ON THE STUDY OF LATIN AND GREEK IN GRAMMAR SCHOOLS.

If we were asked why we study Latin and Greek, most of us would find it difficult to give an answer. One reason is, and the chief reason, that our fathers, and our fathers' fathers did so, and we do the same. There is something in this, but it is not all. The true reason why we ought to study the language, literature, and history of Greece and Rome, is that these things belong to us as much as to the Greeks and Romans. The civilization of Europe is not derived from the Chinese, or the Hindoos, or the Hottentots, nor from the ancient Germans, or Galli, or Britons. It came from Athens and from Rome. The Greeks are the parents of art, of science, of philosophy, and of composition, epic, lyric, dramatic, historical, and oratorical. The Romans learned much from the Greeks, and added something of their own. They taught law to the nations of Europe, and civil administration. They were the founders of municipal constitutions in the towns of western Europe. They maintained armies and fleets to conquer countries, and keep them in obedience. They practised the military art on a large scale; they governed countries as provinces, which are now great kingdoms; they taught the people obedience to law, and gave them rules for civil life. They were conquerors, masters, stern rulers, sometimes hard and cruel; but they were lovers of order, and they showed men how to live. Their agriculture was carried into Spain, France, and Britain. They built walls round the chief towns, bridged the rivers, cut roads, and placed milestones on them, and built convenient stations between towns, for the ease of travellers, and to maintain their own communications. They gave to every town of note, temples, baths, theatres, sewers, and an abundant supply of water. While they taught the Gaul and the Spaniard to live like a Roman, they also taught him their own vigorous and majestic language. All their works bear the stamp of grandeur and good sense. They worked for future time, and they laid the foundations of the social system in which we now live. Of all the nations that have established a great empire, they have been the most energetic, the most practical, and therefore the wisest. The only people of modern times who can be compared with them are the English, who in practical wisdom are certainly not superior to the Romans, and in the greatness of their conceptions far below them. Both have planted, and the English are still planting their language and manners wide over the globe. The language of the Romans in Italy, Gaul, and the Spanish peninsula has taken a new form, but it still shows its original. The English is in all the four quarters of the globe, or rather in the five; and its future condition is uncertain. Printing, and the facility of intercourse, will keep it uniform enough, perhaps, to be always intelligible, but it will be greatly corrupted. That which will do most towards maintaining it in a tolerable condition, is the possession of a common literature by all who use the English language; not our modern literature, but our old writers. A few good books appear from time to time in England and the United States which may become standard works; but nearly all that is written now-a-days in newspapers and periodical publications,—nearly all the light literature, or by whatever other name that is called which everybody reads,—will perish after it has amused for a time and done its mischief. Whatever shall live fifty years, must be good; and our children will know better than we do what has strength enough to hold out beyond the usual term of a book's existence. Certainly most books will not reach three score years and ten, the ordinary limit of human life.

It is the old books then which we possess and read, and the few books, now young, which will live to be old, that will do most towards keeping our language in a state of purity. Language is never fixed—it is always changing. Change may be improvement or corruption; and, in the present state of our history, it is hardly possible that our language will be improved. It is certainly changing very fast; and a

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present all the change is for the worse. One cannot take up a pamphlet of any kind without finding something new, and something bad.

The languages of modern Europe which are of Roman origin, cannot derive much from the parent language for their improvement now. New ideas and new circumstances, the growth of modern times, work on language with irresistible force, and it must change under their influence. The nation that in modern times has done and suffered most, the French, has felt the effect of it in the language. The languages of Italy, Spain, and Portugal have changed little in comparison with the French, which seems to us to have had its share of the national misfortunes; for though there are many excellent French writers of the present century—some who are models of style—a monstrous amount of bad language has been put in circulation, some of which is now current coin.

The nations of Europe, and the descendants of Europeans all over the world, have common notions and opinions. They are in many ways one. They are less strangers to one another than the nations of antiquity, which is owing mainly to two causes, the having a common religion and a common literature. The common literature is the Greek and Roman, which is the study of all educated men in all countries during their youth. When the time of youth is over, this study is generally at an end, but it is not without its effect on the taste and judgment. The best modern writers, those whose works are made to last, still come back to their old books, and still find in them the best models; not models for servile imitation, but something on which the mind can repose with pleasure, and feel its vigour strengthened and its taste improved.

We cannot attain a clear notion of the value of Greek and Roman literature to us, unless we see also how it has a value for other nations. Every modern nation which has a literature, has something of its own, which makes it what it is; but every nation also has derived a great deal from ancient literature, and each has used it in its own way. England and Germany, for example, have a literature of their own; each has its character, and the character is very different. It is plain to every man who will give the matter a slight consideration, that the literature of modern Europe has derived much, both directly and indirectly, from the Greek and Roman; and that if a man would study the literature of any modern nation, he will not understand it well without a knowledge of ancient literature: for in France and Italy the modern literature is founded on the ancient; in England and Germany it has derived much from it.

Modern society is a much larger and more complicated system than ancient society. It has created new things, and has done wonders; it has new ideas and new wants; and, though man is still the same, a man of modern times is very different from a Greek or Roman. A great workman, whether he works with words or in stone, or paint on a surface, must produce something that belongs to his own time. What then is the real use of this study of antiquity, whether of marbles, or of books, of forms in stone or metal, or of thoughts in words? The use is plain to those who will take the pains to think. It is not the thing that a man produces which we admire: it is the form and the life that he gives to it. One thing is above another. The representation of the human form in all its beauty is above the representation of a beast. Praxiteles made a Venus, and Myron a calf; and all antiquity gazed with admiration on both.

It seems to be hardly understood,—many at least do not know it,—that the truth and beauty which we admire in the Greek artist, are the very things which we should learn to admire in their best writers—truth and beauty in thought and in words. Truth is simple, whatever it speaks about; and beauty refuses all ornament. The best works of the Greeks were few. All that remain, with the exception of one whose mysterious birth is unknown, were produced within a very small number of years. For the poet, for the philosopher, for the historian, for the sculptor, and the man of pure taste, the Greek has left a legacy, small in amount, but above all price. The Roman is the practical man. He is the civilizer of Western Europe. We have built on the ruins of his work. All that he has done, both bad and good, is a lesson for us. He has left us an inheritance of great deeds, of lofty thoughts, and a language unequalled for clearness, dignity and force.

Educational Intelligence.

CANADA.

TRINITY COLLEGE, TORONTO.

The Hon. J. H. Cameron having lately founded two Divinity Scholarships in Trinity College, Toronto, his example has been followed by George W. Allan, Esq., who has generously founded three additional Scholarships—one in Divinity, one in Law, and one in Physic. During the last year there were fifty students in attendance at Trinity College, twenty-two of whom were preparing for the sacred ministry.

VICTORIA COLLEGE, COBOURG.

Towards endowing this Institution nearly four hundred "Scholarships," of £25 each, (available for twenty-five years,) have been sold. The College has in consequence been attended by large numbers of pupils and students. It is proposed to make some additions to the College buildings, and to effect some necessary repairs in order to afford sufficient accommodation. To effect these objects an appeal to the Wesleyan public will be made.... Dr. Ryerson has recently resigned the presidency of the Institution; the Rev. S. S. Nelles, A.M., the principal, succeeds him.

New School House in Stratford.—The Corporation of Stratford have resolved to expend £1500 in the erection and furnishing of a new school house.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

While millions have, in a few months, been expended in the prosecution of the justifiable war against the despotic Czar, it appears that the total amount of public money, in support of popular education in England, granted from 1833 to 1850—a period of seventeen years—was only £1,000,000 sterling, only £750,000 of which were actually expended either in defraying the cost of buildings, the purchase of school apparatus, or in aid of efficient masters, mistresses and teachers....From the tenth annual report of the Ragged School Union, (just published,) it appears that there are now in connection with the Union 129 Ragged Schools, attended by 13,100 children on Sundays, 900 on week days, and by 630 in the evening. The receipts during the year were £9858....Professor E. Forbes succeeds the late Prof. Jameson in the chair of Natural History in the University of Edinburgh.... An University has been established at Melbourne, Australia; and notice has been given at Cambridge, England, that candidates for professorships are to send in their names. The salary proposed is £1000 per annum, with the use of a house, and £300 for an outfit....The London *Times* of the 13th ult, in referring to the adverse vote of the House of Commons on the Scotch Parish School Bill, a night or two previous, uses the following striking language: "Here are children growing up to a state in which they cannot fail to be a prey to crime, superstition and fanaticism. They are literally perishing for lack of knowledge, and though all the knowledge in the world will not prevent a man from being a fool, a bigot, or a knave, if such be his nature and inclination, still it is among the ignorant that new outbreaks of wickedness, strange temptations, and monstrous delusions find their first victims. It may be asked triumphantly why we maintain a costly religious establishment, and invest a certain number of persons with immense authority and reverence in the eyes of their fellow citizens, if we simultaneously tolerate and perpetuate a state of things that provides abundant fuel to all kinds of error. * * * Some people tell us that the fearful spread of crime, and the success of new and degrading impostures in the nineteenth century rather prove the inutility of education than its power to counteract these errors. Nevertheless, there is a plain contradiction between these errors and truth—truth of knowledge, truth of sense, and truth of habits; so that the teaching of truth cannot but be some sort of prevention against those errors."....A parliamentary return shows that from the year 1846 to 1853, both inclusive, there was expended in criminal prosecutions in England alone the sum of *one million two hundred and one thousand, six hundred and forty one pounds sterling*....A vote of £193,040 sterling is proposed in aid of public education in Ireland this year....The item for teachers of national schools, amount to £92,000.

TRINITY COLLEGE, DUBLIN.

In making a motion in the House of Commons recently, in relation to this University, Mr. Fagan, M.P. for Cork, stated that—"It was perhaps the most richly endowed University in the whole world. It possessed no less than 200,000 acres of land in Ireland, valued to the poor-rate at upwards of £92,000 a year, and the income of the University amounted to £64,000 a year, which, under the act of enabling the authorities of the University to let the land in perpetuity, or for a long term of years without taking fines, would exceed £100,000 a year. How was this revenue spent? The provost of Trinity College received £3,500 a year, while the heads of the houses in the English Universities received not quite £800 a year. [Hear.] The seven senior fellows in Trinity College received £1,800 a year, on the average; the first-class junior fellows—six in number—received nearly £900 a year; the second-class fellows—also, he believed, six in number—over £600 a year; the third-class junior fellows—five in number—£400 a year; whereas the fellows in the Colleges of Oxford and Cambridge did not receive, upon

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an average, £250 a year. The Provost of Trinity College, and 35 fellows, received £34,000 a year. The seventy scholars in the University of Dublin received an equivalent to £80 a year, making, in all, a sum of £5,600; and the professors, twenty-two in number, received £7,000 a year. The holders of the exhibitions receive £2,000 per annum, making altogether £48,000 out of the £64,000 a year.

STATISTICS OF POPULAR EDUCATION IN ENGLAND.

The actual attendance in Day-schools, as ascertained by the Census, is rather more than one in eight and a half, or to speak exactly, is 1 in 8·36. There are, however, above a quarter of a million more Sunday scholars than Day scholars, the proportion of Sunday scholars to the population being 1 to 7·45; but it is scarcely possible to extract from these two *data* any certain conclusion as to the total number of children who, from one source or the other, receive some kind of instruction. To the following Table it is necessary to premise that the returns of 1818 and 1833 are known to have erred by deficiency, and that in comparing them with the more exact statistics of 1851 a considerable deduction ought, on that account, to be made from the apparent progress of recent years. Notwithstanding such allowance, the real improvement, though less than the apparent, is most gratifying. The table shows the figures of the three periods:—

Periods.	Population at each Period.	Number of Scholars at each Period.		Proportion of Scholars to Population at each Period.	
		Day Scholars.	Sunday Scholars.	Day Scholars.	Sunday Scholars.
				One in	One in
1818	11,642,683	674,883	477,225	17·25	24 40
1833	14,386,415	1,276,947	1,548,890	11·27	9·28
1851	17,927,609	2,144,378	2,407,642	8·36	7·45

The element of time at once enters into the calculation, when the result to be ascertained is the opportunity which the rising generation possesses for obtaining a fair education. Now, the population in 1851 being eighteen millions, the number of children between the age of three and fifteen who ought to have been on the books of the Day Schools were three millions; but the actual number was only 2,046,848, and between the age of five and fifteen the number was but 1,768,231. For the children of the working classes the average term of instruction does not exceed four years.

Dividing the schools into Public and Private, it appears that there were in England and Wales 15,518 Public Schools with 1,422,982 scholars; and nearly twice as many Private Schools, namely, 30,524, but with the inferior number of 721,396 scholars. As to the *quality* of the instruction imparted, we find from the Tables that in the *Public* Schools writing is taught to about 65 per cent. of the scholars; not two-thirds of the boys, and not half the girls learn arithmetic; a quarter of the former and a fifth of the latter acquire something of grammar; geography is better appreciated; about 2½ per cent of the boys, and one in a hundred of the girls learn some modern language; the classics are rather more commonly studied by the male scholars than the tongues of modern nations: mathematics are taught to one boy in forty, and just one girl in a thousand; drawing appears to have come more into favour; and music has charms for 12 per cent. of the male juveniles and 9 per cent. of their sisters. We have, besides the Tables, the following "rough attempt" to "classify according to efficiency" the 29,425 *Private* Schools which sent returns to the Registrar:—

1. SUPERIOR. (Classical, Boarding, Proprietary, Ladies, &c.) ..	4,956
2. MIDDLING. (Commercial, &c.; teaching arithmetic, English grammar, and geography)	7,095
3. INFERIOR. (Principally dame schools; only reading and writing taught, the latter not always)	13,879
Undescribed	3,495
	29,425

The compiler of these statistics makes a curious disclosure as to some of the third class of the above schools. He says that "in the case of 708 out of these 13,879, the returns were respectively signed by the master or mistress with a *mark*. The same is noticeable with respect to 35 *Public* Schools, most of which had small endowments."

The following is a classification of how the Public Day Schools are supported:—

PUBLIC SCHOOLS.

Class. Supported by	Schools.		Scholars.
1. General or Local Taxation.....	610	....	48,826
2. Endowments.....	3,125	....	206,279
3. Religious Bodies.....	10,595	....	1,048,851
4. Other Public Schools.....	1,081	....	109,214
Total.....	15,411		1,413,170

General Tables of Day Schools supported in 1851 *by the various religious Denominations.*

DAY SCHOOLS.

RELIGIOUS DENOMINATIONS.	NUMBER OF SCHOOLS AND SCHOLARS.			
	Excluding Schools in which the Endowment exceeds the Subscriptions of Religious Bodies.		Including all Schools receiving Support to any amount from Religious Bodies.	
	Schools.	Scholars.	Schools.	Scholars.
Total.....	10,595	1,048,851	12,708	1,188,786
Denominational.				
Church of England	8,571	801,507	10,555	929,474
Church of Scotland	5	94*	5	946
United Presbyterian.....	3	217	3	217
Presbyterian Church in England....	25	2,447	28	2,723
Scotch Presbyterians*.....	1	345	1	345
Presbyterians*.....	7	1,321	13	2,030
Independents.....	431	47,406	453	50,186
Baptists	115	8,665	131	9,390
Society of Friends.....	23	2,247	33	3,026
Unitarians	30	3,736	39	4,306
Moravians	7	366	7	366
Wesleyan Methodists	363	39,764	381	41,144
New Connection Methodists.....	13	1,815	14	1,851
Primitive Methodists	25	1,297	26	1,342
Bible Christians.....	8	367	8	367
Wesleyan Association	10	1,112	11	1,176
Calvanistic Methodists	41	2,814	44	2,929
Lady Huntingdon's	9	644	10	714
New Church.....	9	1,551	9	1,551
Dissenters*.....	43	5,392	49	5,805
Isolated Congregations.....	14	1,144	14	1,144
Lutherans.....	1	157	2	221
French Protestants	1	15	1	15
German Mission.....	1	100	2	116
Roman Catholics	311	38,583	339	41,382
Jews	10	1,234	12	2,361
Undenominational.				
British†.....	514	82,597	514	82,597
Others.....	4	1,062	4	1,062

* Not otherwise defined.

† This line represents only the British Schools which are not returned as being connected with any particular denomination. Many British Schools are included in this table amongst those belonging to specific religious bodies. The total number altogether is, on the first view, 852, containing 123,015 scholars, and, upon the second view, 857, containing 123, 496 scholars.

UNITED STATES.

MONTHLY SUMMARY

Miss Caroline Plummer, who recently died at Salem, Mass., possessed of a fortune of $100,000, has bequeathed $15,000 to Harvard College "to found a Professorship of the Heart," *i.e.* Moral Philosophy; the sum of $30,000 to the Salem Athenæum, and $30,000 to found a Farm School at Salem....S. S. Randall Esq. having accepted the appointment of Superintendent of Schools for the city of New York, in place of Joseph McKeen, Esq., resigned, Joseph J. Chalmers Esq. has succeeded Mr. Randall as Deputy Superintendent of Schools for the State of New York....By a return recently published it appears that 41,000 of the adult population of the State of Georgia can neither read nor write. The return shows an increase of 11,000 of uneducated freemen within ten years, and a rapidity of increase more than the entire population.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

A discovery, valuable in the present day, has been made in Paris. A glass globe containing a certain liquid was thrown into the water and then broken. The liquid immediately spread itself over the surface of the water and inflamed and continued to burn with an intense flame for fifty-six seconds, throwing out a thick smoke....Mr. Charles Dickens has accepted the office of president of the town of Reading Athenæum, vacant by the death of Judge Talfourd....The University of Edinburgh has conferred the honourary degree of LL.D. on Mr. George Findlay, author of the well known work on Greek and Byzantine history and on Mr. William Freund author of the celebrated Latin Dictionary....Forty-five new planets have been discovered

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since the year 1608, a little before the telescope was invented and applied to the heavens....It is stated that Cortes when he first visited lower California, found the weather so extremely warm that he called the country *calida fornax* (Latin for hot furnace), and these words have since been abbreviated into California....There are in the United States 694 public libraries, containing an aggregate of 2,201,623 volumes....A metrical version of the Psalms of David by the late Rev. Charles Wesley is about being published in England....The Rt. Hon. T. B. Macaulay M. P. has been elected President of the Edinburgh Philosophical Institution in place of the late Professor Wilson....Prince Albert suggests that instead of the proposed Statue to himself, for the success of the Great Exhibition, Scholarships for proficiency in certain branches of art and science be established....The government have purchased Burlington House in London and its magnificent gardens for £140,000. They are shortly to be opened to the public for the purposes of art and science....Certain inscriptions which have been found on some cylinders recently discovered at the ruins of Babylon clear up several difficulties with regard to the reign of Belshazzar, and reconcile the sacred and profane chronology in some points where they appeared to be hopelessly at variance....Lawrence Oliphant, Esq. the present private Secretary to His Excellency the Earl of Elgin is the author of one or two interesting works of travel—one of which entitled "The Russian Shores of the Black Sea," has been recently re-printed in New York....The French Government has decided that a periodical, containing the reports and papers of literary and scientific societies, accounts of missions, etc, shall henceforth be published under the title of "*Bulletin des Sociétés Savans.*"....Hugh Miller the distinguished geological writer has been presented with a piece of plate by a few friends as an expression of their approval of his editorship of the *Edinburgh Witness*....Several English and French Artists have accompanied the expedition to the East in order to sketch by pencil and photograph the scenes they may witness....Lamartine proposes to write a series of Turkish Tales which he intends should form a companion volume to the celebrated "Arabian Nights"....The waters of the Lake of Zurich have become so low that the remains of some Celtic architecture have been discovered, the previous existence of which was never suspected....The N. Y. Mercantile Library having been removed to its new home on the 8th inst. addresses were delivered on the occasion by the Governor of the State and other distinguished persons. The library contains nearly 50,000 Volumes....The Earl of Carlisle has been elected President of the Royal Society of Literature for the ensuing year....The annual meeting of the British Association is to be held, this year, at Liverpool—commencing on the 21st of September, and special pains have been taken to render it attractive and interesting. St. George's Hall—one of the finest buildings for public meetings in Europe—has been placed at the disposal of the Association....The Institut Canadien, of Quebec, is offering three medals valued at $60, each for the best French compositions on three specified subjects. The first is on "The Educational establishments, and literary and scientific institutions, of Canada, their history, their destiny, and their influence on French nationality:"—The second, "the euology of Lake Champlain;" and the third, "the Commerce of Canada: what it has been; what it is; what it will be."—The prizes are to be delivered at a public sitting of the Institut.

HISTORY OF "UNCLE TOM'S CABIN."

The history of this remarkable book is thus told by the Boston correspondent of the N. Y. Literary Gazette of the 1st inst: "An editor of a public journal wanted a tale for his columns; a lady was engaged to prepare one, which she did; that tale was published, and thrown by with the thousand-and-one things that are read in newspapers and then forgotten. But there was, as it would seem, a 'divinity' 'shaping the end' of that newspaper story. Another lady, the wife of a publisher, remembered it, and it was much in her thoughts. She thought it ought to be made into a book, and she urged her husband to undertake its publication. He demurred, and did not wish to think of it; but after much importunity one evening, he promised that he would write to the authoress and ascertain her mind. And so, at a late hour of the night, and to redeem the pledge which he had somewhat incautiously made, he wrote his letter, which brought from the writer of the story the promise of an interview in a few days or weeks. The interview was had, the tale was to be published, and the writer to share in the profits of its sale. There was, however, little hope in regard to the enterprise, so little that the husband of the writer, when doing the business in his wife's behalf, embodied his expectations in words like these:—'If the profits of the work shall be sufficient to buy my wife a silk dress, that will do;" and afterwards. 'If we can only realize enough from the sale of the book, to purchase a small cottage in which we may live, this is all I could ask; for we could then live upon my salary.' In due time, 'Uncle Tom's Cabin' sees the light, and its name is borne on every wind. It is, in one way or another, brought to the mind of almost every man and woman in the nation. And there is also genius in these volumes. The characters, many of them, are very exquisitely drawn. The book is exciting; it makes the nerves twitch, and the tears flow, and the heart burn, and the tongue mutter hasty, and sometimes vindictive words. And therefore it is read. And so 'Uncle Tom' goes over the land, and across the sea, and becomes over all the broad area of freedom, the popular idol. And this has been the history of the Book, till *three hundred and ten thousand* copies have been sold in this country, and unknown thousands beyond the sea, and the fortunate writer has realized from the home sale of the work, the pretty sum of *thirty thousand dollars*, and from the sale abroad, we know not how many thousands more."

IMPORTANT DISCOVERIES IN GALVANISM.—Professor Callan of St. Patrick's College, Maynooth, has recently made some valuable discoveries in Galvanism, in explaining which, he says:—"Soon after I had discovered the cast iron nitric acid battery, I commenced a series of experiments on the decomposition of water by the galvanic battery, with a view to obtain a steady and brilliant oxyhydrogen lime-light, such as might answer for light-houses. In a paper on our large galvanic battery, dated April 6, 1848, and published in the *London Philosophical Magazine* of the following July, I stated that 'I got the lime-light by igniting the mixed gases as they were produced by the decomposition of water, and throwing the flame on lime.' Although I succeeded to a certain extent in obtaining the light which I sought, much still remained to be done. I found that the instruments previously used were unfit for my purpose, and was therefore obliged to devise and make several new ones. My experiments ultimately led to the following results:—First, a new apparatus for safely employing the mixed gases to produce the oxyhydrogen flame and lime-light. Secondly, a new voltameter, to which a common jet may be screwed and the mixed gases inflamed as they issue from it, without the smallest risk of a dangerous explosion, and by which the full decomposing effect of a hundred, or of any number of cells arranged in one series, may be produced without exhausting the power of the battery more rapidly than if it contained only four cells. This voltameter is new in every respect; new in the material of the decomposing vessel, which is wrought iron, an inch thick, coated inside with an alloy of lead and tin, or of lead, tin, and antimony; new in the manner in which the decomposing plates are connected with the opposite ends of the battery, whilst the vessel remains air-tight; new in the material as well as the arrangement of these plates; new, finally, in the fluid through which the voltaic current is made to pass, in order to produce the mixed gases. I have found that with the common voltamater a battery of a hundred cast iron cells will not produce more than the 25th part, and that a battery of 500 cells will not produce the hundredth part of its full decomposing effect. The third result is a new negative element, cheaper, more durable, and one that may be made to act more powerfully, than the platinised silver used in Smee's battery. The fourth result is a new 'Means of protecting iron of every kind against the action of the weather, and of various corroding substances, so that iron, thus protected, will answer for roofing, cisterns, baths, gutters, window frames, telegraphic wires, for marine and various other purposes.' This is the title of the invention as set forth in the application for letters patent."

L'ECOLE DES BEAUX ARTS IN PARIS.—The Ecole des Beaux Arts is the great public school of France, corresponding to the English Royal Academy, and from a report published in 1845, by Mr. Townsend, we learn that the instruction is gratis, admission being obtained by competitions in the months of March and September. Here the educational system is the same, in reference to elementary studies, as that in the schools of the private professors, the most eminent of whom, indeed, also occupy chairs in this institution, and are paid by the government. The general tendency of the arrangement is to promote a spirit of emulation and consequent industry, among the eleves— this being, in fact, the distinguishing feature in the training of youth throughout the French metropolis. The competitors for admission are generally five hundred, of which number perhaps one hundred succeed. The "admitted" are divided into two classes, of odd and even numbers, and the studies of these two classes are conducted week by week, alternately, after the Antique and the Life, in the two great amphitheatres devoted to the purpose. The model sits six consecutive days. The proportion of sculptors is about twenty in a hundred. The professors attend in rotation, from five to seven in the evening. During the studentship there is a monthly competition, the decisions being given every quarter. One silver and two

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bronze medals are distributed, for each month, the third class medal being worth no more than seven francs. The merits of the drawings, however, being rigidly scanned, much value is attached to success, particularly as the medallists are entitled to a choice of places, and to a prolonged right to academic study, while the non-medalists must contend again at the expiration of six months. In this Palais des Beaux Arts the very building itself inspires a consciousness of the respect willingly accorded to the avocation to which it is devoted. On every side, incorporated with the edifice, are mementoes of the past, appealing either to the feeling of beauty or to reverence for the great predecessors in art. The *chefs d'œuvre* of Michael Angelo, in painting and sculpture, re-appear in the "chapel." The choicest riches of sculpture, from Greece, to the middle ages, and to the present day, are disposed through its superb saloons, and the very doors exhibit valuable relics of wood carving, the best representatives of "ornament" being constantly mingled with the specimens of higher art. Nor are its students left unnoticed in these testimones to worth. Besides the chambers, in which their first distinguished productions are displayed, some of their subsequent labors are mingled with the best in the saloons; and in the amphitheatre devoted to the prize-giving, the fine genius of Delaroche has assembled the artist chiefs of various epochs to witness, as it were, the triumph of the rising youth of France. On entering the amphitheatre, the semicircular wall, which extends itself in front of the spectator, and toward which ascend the rows of benches for the assembly, is seen expanding its painted surface to the extent of 80 feet in length and 24 feet in height. In the picture a simple colonnade appears to run partially round, forming, with equal portions of blue sky on the right and left, the background to a lengthened series of groups, the lines of whose composition intertwist with consummate skill. From the source of light, which is in the cupola above, certain gilded lines of construction pass down to unite themselves with those that form the framework of the picture, thus affording, in conjunction with the skill of the artist, a delusive effect which the peculiarity of the subject renders meritorious and charming. The result intended by the painter is immediately produced; the august presence into which he has been ushered at once forces itself on the consciousness of the spectator, who resigns himself to the influence of a fancy attended with so much gratification. The "Hemicycle" is a proud addition for Delaroche to a host of works which have been stamped with public applause throughout Europe; it is an admirable tribute to the fame of those great artists with whose renown future ages will cordially associate his own. It is said he received the order of the Minister of the Interior to paint the work, to consist of twenty-four figures, for which he was to receive the sum of three thousand pounds. He supplied a sketch in conformity with this agreement; it was approved of, and it was arranged that he should furnish the picture in a year. Subsequently, he so completely altered, or rather enlarged, his plan, that he introduced into the work not fewer than 75 figures, and in executing it he occupied not less than three years. Offered by the government a large pecuniary present on the completion of the "Hemicycle" he waived it for himself, on condition that it should be offered to increase the excellence of the engraving, which is just published under sanction of government.

ERRATUM.—In the Apportionment to the County of Perth published in the *Journal* for last month, for *Elma* read *Ellice*.

NEW MAP OF CANADA.

THE EDUCATIONAL DEPARTMENT having recently prepared a new and accurate MAP of BRITISH AMERICA, according to the latest Parliamentary divisions and corrections, the following copies have been ordered for the Schools in the Counties referred to:—

York, Ontario and Peel	350 copies.
Middlesex (reported by the County Clerk as purchased)	200 "
Prince Edward	55 "

The size of the Maps is 3 feet by 2 feet 6 inches. Price 5s. 7½d. per single copy, or 5s. for any quantity over fifty copies. It is also the intention of the Department to have this corrected Map of British America published in the National Series and in Johnston's Series, and of the same dimensions, in the course of the autumn. The price, size, and style, will be the same as are now the maps of either series. Parties are cautioned against purchasing any copies of the new Map of Canada recently published in New York, except those issued by this department, as an *inferior and incorrect* edition is in circulation, and for sale by agents.

MAPS OF CANADA, GLOBES, & APPARATUS.

FOR SALE at the Depository in connection with the Education Office, Toronto:—

Maps—Canvas, Rollers and Varnished.	£	s.	d.
1. Bouchette's Map of British North America with latest County divisions, statistics, &c. 7 ft. 6 in., by 4 ft. 3 in....	2	10	0
2. A new Map of Canada, New Brunswick, and Nova Scotia, with latest County divisions, coloured 3 ft. by 2 ft. 6 in.	0	5	7½
3. Outline Map of British America, with names of Counties, 2 ft. 4 in. by 1 ft. 10 in.	0	5	0
4. Smith's Map of Upper Canada, with names of Counties, Cities, Towns, Villages, &c., (engraved on copper,) 2 ft. by 1 ft. 6. in.	0	3	0

PELTON'S PHYSICAL, OUTLINE MAPS, as follows:—

1. Political and Physical Map of Western Hemisphere...7 feet by 7 feet.
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5. Map of Europe.....6 feet by 6 feet 8 inches.
6. Map of South America and Africa.....6 feet by 7 feet.

Price of the series with Key $20.

These maps in connection with their other general features, present the Geological Formation of the World, its Oceanic Currents. Atmospheric Changes, Isothermal Lines, Vertical Dimensions, Distribution of Rain, Electric, Magnetic, Volcanic, and Atmospheric Phenomena, &c., &c., in a manner so simple and beautiful as to be easily taught and comprehended.

JOHNSTON'S Maps beautifuly engraved and colored, consisting of the two Hemispheres, Europe, Asia, and Africa, &c., 11s. 10½ each.

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NATIONAL series of Maps, 15s. each, (world 17s. 6d.)

Globes.			
1. Cornell's 9 inch Globes, with Stand, each	2	10	0
2. Do. 5 do. do. do. do	0	17	6
3. Holbrook's 5 inch do. do. do	0	6	3
4. Copley's 16 inch do., per pair,	10	0	0
5. Franklin, Terrestrial and Celestial 10 inches with walnut frame and case *per pair*	5	0	0
6. Do. do. do. with bronzed frame and case *per pair*	5	10	0
7. Do. do. do. with Mahogany *high* frames and case per pair	8	0	0
8. Do. do. 6 inches with bronzed frame and case *per pair*	2	0	0

Apparatus and Cabinets for Common Schools.			
1. Holbrook's Box of Philosophical Apparatus, with improvements	5	10	0
2. Do. do. Geological Specimens, 30	0	10	0
3. Varty's do. do. 96 (large)	2	13	9
4. Do. do. 144 (small)	2	15	0
5. Do. Cabinet of Natural Objects	3	0	0
6. Do. do Showing the Natural History of the Silkworm.	0	7	6
7. Do. do do. do, do Bee	0	7	6
8. Do. do do. do. do Wasp	0	7	6

Diagrams and Charts.			
1. Gas Works about 6 ft. by 3 ft. finely coloured on Canvas and Rollers	0	6	10½
2. Glass House about 4 ft. by 3 ft. finely coloured on Canvas and Rollers	0	5	0
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1. Gas Works as above mounted on linen without Rollers	0	6	0
2. Glass House do. do.	0	4	0
3. Iron furnace do. do.	0	2	0
4. Chart of Gymnastics showing the position 18 x 30 inches.	0	0	7½
5. Chart of Physical Geography, strikingly illustrated, —x— mounted on Canvas, Rollers and Varnished	0	18	9

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CONTENTS OF THIS NUMBER.

		PAGE
I.	An Act to Amend the Law relating to Grammar Schools in Upper Canada	109
II.	The Benefits of Education dependent upon good Education	112
III.	The late Dr. Arnold, Head Master of Rugby School	113
IV.	The Mother of Lord Bacon and an English Lady's education in her days	114
V.	Glimpses of Education in the East	115
VI.	EDITORIAL.—1. Official Circular to the Chairman of the Board of Trustees of each County Grammar School in Upper Canada. 2. Utility of Classical Studies	116
VII.	The Greek and Latin Authors compared	119
VIII.	MISCELLANEOUS.—1. Educate the People. 2. Solemn Thought. 3. Receipt for making Composition Black Boards. 4. Recreation necessary to Health. 5 The London Times. 6. Object of Collegiate Education. 7. Uses of Fairy Literature. 8. Breaking the Rules of School. 9. Capital for the Young. Teach Children to Help themselves, &c.	119
IX.	EDUCATIONAL INTELLIGENCE.—1. Canada. 2. British and Foreign. 3. United States.	121
X.	LITERARY AND SCIENTIFIC INTELLIGENCE	122
XI.	Advertisements	124

AN ACT

TO AMEND THE LAW RELATING TO GRAMMAR SCHOOLS IN UPPER CANADA.

16TH VICTORIA, CHAPTER 186.

[*Assented to 14th June*, 1853.]

Preamble. WHEREAS it is expedient to make further provision for the better establishment and maintenance of Grammar Schools in the several Counties and Cities in Upper Canada: Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada*, and it is hereby enacted by the authority of the same, That all moneys arising from the sale of lands set apart or which may hereafter be set apart for the encouragement of Grammar Schools in Upper Canada, and which shall not have been specially granted to or vested in or for the benefit of any particular College, Grammar School, or other Seminary or place of Education, or otherwise departed with by the Crown, and all annual grants which have been or may hereafter be made by Parliament, or which may be or become otherwise available from any other sources for that purpose, shall form a fund to be called *The Upper Canada Grammar School Fund*, and shall be invested in Government or other securities by the direction of the Governor in Council; and the annual income thereof, after the deduction therefrom of One Hundred Pounds yearly for a Senior Grammar School for each County or Union of Counties in Upper Canada, and certain other sums of money otherwise specially appropriated by this Act, shall be, with the said sum of One Hundred Pounds for each such Senior Grammar School as aforesaid, annually apportioned to the several Counties and Unions of Counties in Upper Canada, by the Chief Superintendent of Schools, according to the ratio of population in each County and Union of Counties as compared with the population of Upper Canada; or if he shall think it expedient in case of a defective census, he shall, with the approbation of the Governor in Council, apportion such moneys according to the best evidence which he can obtain of the relative proportions of such population, having respect to an equitable apportionment thereof according to the said ratio of population: Provided always, that when the Senior County Grammar School of any County or Union of Counties is situate within the limits of any City, the said sum of One Hundred Pounds a year shall be paid to such School, although the same may continue within the limits of such City.

Grammar School Fund how to be constituted.

In what securities it shall be invested.

Annual income to be apportioned annually by the Chief Superintendent of Schools.

Proviso: When the Senior Grammar School is in a City

II. And be it enacted, That it may and shall be lawful for the Municipal Council of each County, City, Township, Town or incorporated Village from time to time, to levy and collect by assessment such sum or sums as it shall judge expedient, to purchase the site or sites of, to rent, build, repair, furnish, warm and keep in order, a Grammar School House or Grammar School Houses, and its or their appendages, grounds and enclosures, for procuring apparatus and text-books, for providing the salary of the Teacher or Teachers, and all other necessary expenses of such County Grammar School or Schools; and all sums so collected shall be paid over to the Treasurer of the County Grammar School for which the said assessment was made.

Municipal Councils may levy assessments for supporting Grammar Schools and their appendages.

Sums so collected to whom to be paid over.

III. And be it enacted, That the Chief Superintendent of Schools for Upper Canada shall, on or before the first day of May in each year, notify each County Council, through the Clerk of the Council, of the annual apportionment of Grammar School moneys to such County, and shall give notice of the same to the Inspector General; and such moneys shall be payable to the Treasurer of each County entitled to receive it, one half on or before the first day of July, and the other half on or before the thirty-first day of December, in each year, in such manner as may be determined by the Governor: Provided always, that the sum or sums raised by local assessment or subscriptions for the support of Grammar Schools shall be payable each year on or before the fourteenth day of December.

Notice to be given touching the apportionment aforesaid.

Apportionment to be payable half yearly.

Proviso.

IV. And be it enacted, That the sum or sums of money annually apportioned to each County, as provided in the first section of this Act, shall be expended in the payment of the salaries of Teachers, and for no other purpose.

Apportionment to be expended solely in paying Teachers.

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Certain subjects to be taught in each Grammar School.

V. And be it enacted, That in each County Grammar School provision shall be made for giving instruction, by a Teacher or Teachers of competent ability and good morals, in all the higher branches of a practical English and Commercial Education including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek Languages and Mathematics so far as to prepare students for University College or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council:

Proviso.

Provided always, that no Grammar School shall be entitled to receive any part of the Grammar School Fund, which shall not be conducted according to such programme, rules and regulations.

Council of Public Instruction to select Books and prepare a programme of studies.

VI. And be it enacted, That the Council of Public Instruction for Upper Canada, (of which the President of University College and the President or other Head of each of the Colleges in Upper Canada affiliated to the University of Toronto, shall be Members for the purposes of this Act,) shall prepare and prescribe a list of text-books, programme of studies, and general rules and regulations for the organization and government of the County Grammar Schools, to be approved by the Governor in Council.

Duties of the Chief Superintendent with regard to Grammar Schools.

VII. And be it enacted, That it shall be the duty of the Chief Superintendent of Schools to make annually to the Governor on or before the first day of July, a report of the actual state of the Grammar Schools in Upper Canada, shewing the amount of moneys expended in connection with each and from what sources derived, with such suggestions for their improvement as he shall deem useful and expedient;—to see that the County Grammar School Fund apportioned by him, is, in all cases, applied to the purposes hereinbefore prescribed, and that each County Grammar School is conducted according to the rules and regulations provided according to law; and to prepare suitable forms, and to give such instructions as he shall judge necessary and proper for making all reports and conducting all proceedings under this Act, and to cause the same with a sufficient number of copies of this Act and such general rules and regulations as shall be approved of as aforesaid for the better organization and government of Grammar Schools, to be printed in a convenient form and transmitted to the parties required to execute the provisions of this Act.

Present Trustees to remain in office until others are appointed and organized.

VIII. And be it enacted, That the Trustees of the several Grammar Schools in Upper Canada appointed before this Act shall come into force, shall continue and be *ex officio* Trustees of the respective Schools for which they shall have been appointed, and shall continue to discharge their duties as such until the appointment and organization of new Boards of Trustees for their respective Schools as herein provided.

Present Boards of Trustees to appoint three Trustees, who, with three to be appointed by the County Council, shall form the new Board of Trustees.

IX. And be it enacted, That the several Grammar School Trustees for each County and Union of Counties in Upper Canada, shall meet together on the first Wednesday in January next after the passing of this Act, and select from amongst themselves three Trustees, (one of whom shall retire annually from the said Board, on the thirty-first day of January in each year,) for each of the Grammar Schools within such County or Union of Counties, who, with three other Trustees for each such School, to be chosen as hereinafter provided by the Municipal Council of the County or Union of Counties, shall compose the Board of Trustees (consisting of six members,

Quorum.

three of whom shall constitute a *quorum*) for each such Grammar School, and the order in which the persons so selected by the said Trustees shall retire from the said Board shall be decided by lot: And the several County Municipalities in Upper

Retirement of Members.

Appointment of three Trustees by the County Council.

Canada, at their first sittings to be held after the said first day of January next, shall select and appoint three fit and proper persons, one of whom shall also retire annually from the said Board on the thirty-first day of January in each year, to be Trustees for each of the Grammar Schools within their Counties or Union of Counties, and shall also decide the order in which the said persons so chosen, and all persons to be chosen by them as Trustees, shall retire from the said Board: And the vacancy occasioned by the

Vacancies how to be filled up.

retirement of the said two Trustees annually, as also any occasional vacancy in the said Board, shall be filled up by such County Municipality, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve, and the places of the two persons who shall retire from Office annually, (but may be re-elected) shall be filled up by the County Municipality at its first meeting to be held after the first day of January in each year, although the year within which such two Trustees shall retire may not then have wholly expired.

Board of Trustees to be appointed for each Grammar School by the Municipal Council of the County hereafter to be formed.

X. And be it enacted, That it may and shall be lawful for the Municipal Council of each County or Union of Counties hereafter to be formed or set apart in Upper Canada, to appoint not less than six or more than eight fit and proper persons (three of whom shall be a *quorum* for the transaction of business) as a Board of Trustees for each Grammar School in such County or Union of Counties: Provided always, that two of the persons thus appointed (to be determined by such Council) shall retire from office annually on the thirty-first day of January in each year, (but may be re-appointed) and their places, as also any occasional vacancy, shall be filled up by such Councils:

Proviso.

Provided also, that the person appointed to fill such vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant, was appointed to serve: Provided likewise that such Municipal

Proviso.

Councils shall appoint such Trustees at their first or other meeting after the Municipal Elections in each year, although the time may not then have expired for the retiring of the two Trustees who are to go out annually, and all Trustees under this Act shall hold their offices until their successors shall be appointed as herein provided.

Boards of Trustees incorporated.

XI. And be it enacted, That the Board of Trustees of each County Grammar School shall be and is hereby declared to be a Corporation, and to have and possess all the powers which are usually enjoyed by Corporations so far as the same are necessary for carrying out the purposes of this Act; they shall meet at or near the place where each such School is held, on the first Wednesday in February in each and every year, and it shall be the duty of such Trustees:

Duties of such Boards.

Appointing officers.

First. To appoint annually, or oftener, from amongst themselves, a Chairman, Secretary and Treasurer, and to fix the times and places of their meetings, the mode of calling and conducting such meetings, and of keeping a full and correct account of their proceedings.

Taking charge of Schools: appointing Teachers, &c.

Secondly. To take the charge of the County Grammar School for which they are appointed Trustees, and the buildings and lands appertaining to it; to remove if they see fit and in case of vacancies to appoint the Master or other Teacher or Teachers in such School, to fix their salaries and prescribe their duties; to appoint such other officers or servants in such School as they may judge expedient, and fix their remuneration; to do whatever may be expedient with

Taking care of building, &c.

regard to erecting, repairing, warming, furnishing or keeping in order the building or buildings of such School and its appendages, lands and enclosures, and

Applying to the Municipality for funds.

to apply (if necessary) for the requisite sum or sums to be raised by Municipal authority for such purpose or purposes: Provided always, that no person (except

Proviso: Masters to be examined, unless Graduates.

a Graduate of some University or University College,) shall hereafter be appointed Master of a Grammar School unless he shall have previously obtained a Certificate of qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School,) apppointed by the Council of Public Instruction.

Causing Rate Bills to be levied.

Thirdly. To settle the amount to be paid by parents and guardians for each pupil attending such School, and to fix the time or times of payment, and to apply the moneys received therefor as they shall judge expedient towards making up the salaries of Teachers, providing the proper apparatus, maps, text-books and registers, and for any other necessary expenses of such School; and they shall have authority to sue for and recover such amounts, and when collected the same shall be paid over to the Treasurer of the said Board of Trustees.

Uniting Grammar Schools with Common Schools.

Fourthly. To employ such means as they may judge expedient, in concurrence with the Trustees of the School Section or the Board of Common School Trustees in the Township, Village, Town or City in which such Grammar School may be situate, for uniting one or more of the Common Schools of such Township, Village, Town or City, or departments of them, with such Grammar School: Pro-

Proviso.

vided always, that no such union shall take place without ample provision being made for giving instruction to the pupils

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in the elementary English branches, by a duly qualified English Teacher or Teachers; And provided also, that the Schools thus united shall be under the management of the Joint Board of Grammar and Common School Trustees, who shall have the powers of the Trustees of both the Common and Grammar Schools, but when the Trustees of the Common School shall exceed six in number, then they shall reduce their number to six in the Joint Board.

Schools so united to be under management of Joint Board.

Books, Examinations, &c.

Fifthly. To see that the pupils of such Grammar School are supplied with proper text-books; that public half-yearly examinations of the pupils are held, and due notice given of them; and that such School is conducted in accordance with the regulations which shall be provided according to law.

Giving orders for money on the County Treasurer.

Reporting yearly to Chief Superintendent.

Sixthly. To give the necessary orders upon the County Treasurer for the amount of public money to which such School is entitled, and upon their own Treasurer for any moneys in his hands for the payment of the salaries of the officers of such School and of any necessary expenses; to prepare and transmit, before the fifteenth day of January, to the Chief Superintendent of Schools, an annual report, which shall contain a full and accurate account of all matters appertaining to to such School, in accordance with a form of report which shall be provided according to law.

Names by which Grammar Schools shall be designated.

XII. And be it enacted, That each County Grammar School shall be distinguished by prefixing to the term "County," the name of the City, Town or Village within the limits of which it may be situate; and that the Trustees of all such Grammar Schools shall severally use such distinguishing titles as their corporate name.

Which shall be the Senior Grammar School of any County.

XIII. And be it enacted, That the Grammar School of the County or Union of Counties situate at the County Town of every County or Union of Counties in Upper Canada, shall be the Senior County Grammar School of such County or Union of Counties, and if the Courts of Assize and Nisi Prius for any of such Counties or Union of Counties are usually held in a City, such City for the purposes of this ection shall be considered a County Town.

County Municipalities may establish additional Grammar Schools in certain cases, and on certain conditions.

XIV. And be it enacted, That from and after the time when this Act shall come into force, the several County Municipalities shall have power and authority to establish additional Grammar Schools within their limits, and appoint Trustees therefor according to the tenth Section of this Act, but no new Grammar School shall be established until the state of the Grammar School Fund shall permit the application of a sum equal at the least to Fifty Pounds annually to such new School, after paying to each Senior County Grammar School the sum of One Hundred Pounds annually, and to all other Grammar Schools within such County, an amount which on the average would equal at least the annual sum of Fifty Pounds to each of such Schools; Provided always, that the sum or sums of money apportioned out of the Grammar School Fund to each County, shall be distributed amongst the several Grammar Schools of such County within the restrictions imposed by this Act under such rules and regulations as may from time to time be made by the Council of Public Instruction for Upper Canada and approved by the Governor in Council.

Proviso: as to apportionment of public moneys for Grammar Schools.

Where Grammar Schools now existing shall be kept.

Change of site.

Grammar Schools established after this Act is in force.

XV. And be it enacted, That the Grammar Schools at present established, or which may be established at the time this Act comes into force, shall be continued at the places where they are respectively held; but the Board of Trustees of each of the said Schools may change the place of holding such School by a resolution to be passed for that purpose and approved by the Governor in Council: But the place of holding any Grammar School to be established after this act comes into force, may be changed by the County Council of the County within which it is established.

Recital.

Masters of Senior Grammar Schools to keep Meteorological Journals.

XVI. And whereas it is desirable at Seminaries and places of Education to direct attention to natural phenomena, and to encourage habits of observation; And whereas a better knowledge of the climate and meteorology of Canada will be serviceable to agricultural and other pursuits, and be of value to scientific enquirers: Be it therefore enacted, That it shall be part of the duty of the Master of every Senior County Grammar School, to make the requisite observations for keeping and to keep a Meteorological Journal, embracing such observations and kept according to such form as shall from time to time be directed by the Council of Public Instruction; and all such Journals or Abstracts of them shall be presented annually by the Chief Superintendent of Schools to the Governor with his Annual Report:

And to be supplied with certain instruments.

Every Senior County Grammar School shall, on or before the last day of November, one thousand eight hundred and fifty-four, be provided, at the expense of the County Municipality, with the following Instruments.

The Instruments.

One Barometer.

One Thermometer for the temperature of the air:

One Daniel's Hygrometer, or other Instrument for showing the Dew-Point:

One rain-guage and measure:

One wind-vane:

Chief Superintendent to provide Instruments at the request and cost of the Municipality.

And it shall be the duty of the Chief Superintendent of Schools to procure these Instruments at the request and expense of the Municipal Council of any County, and to furnish the Master of the Senior County Grammar School with a Book for registering observations, and with forms for abstracts thereof, to be transmitted to the Chief Superintendent by such Master, who shall certify that the observations required have been made with due care and regularity.

Acts of U. C. 47 G 3, c. 6.

XVII. And be it enacted, That the Act of the Parliament of Upper Canada, passed in the forty seventh year of the Reign of King George the Third, and intituled, *An Act to establish Public Schools in each and every District of this Province*, and the Act of the said Parliament, passed in the forty-eighth year of the same Reign, and intituled, *An Act to amend an Act passed in the forty-seventh year of His Majesty's Reign, intituled, 'An Act to establish Public Schools in each and every District of this Province,'* and the Act of the said Parliament, passed in the second Session held in the fifty-ninth year of the same Reign, and intituled, *An Act to repeal part of and to amend the Laws now in force for establishing Public Schools in the several Districts of this Province, and to extend the provisions of the same*, and the Act of the said Parliament, passed in the seventh year of the Reign of King William the Fourth, and intituled, *An Act to repeal part of an Act passed in the fifty-ninth year of the Reign of His late Majesty King George the Third, intituled, 'An Act to repeal part of and to amend the Laws now in force for establishing Public Schools in the several Districts of the Province,' and to establish the Public School for the London District, in the Town of London*, and the Act of the Parliament of this Province, passed in the Session held in the fourth and fifth years of Her Majesty's Reign, and intituled, *An Act to make temporary provision for the appropriation of the Funds derived from the Sale of School Lands in that part of the Province formerly Upper Canada, and for other purposes*, and the Act of the Parliament of this Province, passed in the ninth year of Her Majesty's Reign, and intituled, *An Act to amend the Act therein mentioned, relating to the appropriation of moneys derived from the Sale of School Lands in Upper Canada*, and the Act of the Parliament of this Province, passed in the Session held in the thirteenth and fourteenth years of Her Majesty's Reign and intituled, *An Act to provide for the payment of a sum of money therein mentioned, for the use and support of three additional Grammar Schools in the County of York, for the year one thousand eight hundred and forty-nine*, and the Act of the Parliament of this Province, passed in the Session held in the fourteenth and fifteenth years of Her Majesty's Reign, and intituled, *An Act to repeal the provision limiting the distance between the County Town and any additional Grammar School in the same County, in Upper Canada*, and all other laws and statutes relating to the Grammar Schools or Grammar School moneys in Upper Canada, so far as they are contrary to the provisions of this Act, shall be and the same are hereby repealed from and after the day this Act shall come into force; Provided always, that all appointments of Trustees, Masters or Teachers of Grammar Schools shall continue in force, as if made under the authority of this Act, until revoked or changed according to the provisions of the same.

48 G. 3, c. 16.

59 G. 3, c. 4.

7 W. 4, c. 106.

And of Canada, 4 & 5 V. c. 19.

9 V. c. 19.

13 & 14 V. c. 91.

14 & 15 V. c. 105, and other laws inconsistent with this Act, repealed.

Proviso.

Commmencement of Act.

XVIII. And be it enacted, That this Act shall have force and effect upon, from and after the first day of January, one thousand eight hundred and fifty-four, and not before.

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THE BENEFITS OF EDUCATION DEPENDENT UPON GOOD EDUCATION.

The grand object of the mental improvement of the industrious classes is, as we observed in a recent Number, to unfold the higher faculties of reason and imagination which those classes possess in common with the high born and the best educated, in order to raise them above low tastes and mere animal indulgences, and thereby to elevate their character rather than their station. But it may be added, that in pointing out elevation of character rather than of station as that which should be the main object of mental improvement, we are also pointing out the only sure mode of attaining to such elevation in station as will will prove at once creditable and lasting. For there can be little credit or security, and still less happiness, in any change of station, when the person raised does not possess proper self-control, or when his tastes and habits are unsuited to the change. And such will for the most part, be the case of those, if successful, who aim only at elevation of station instead of the proper qualifications for it. Whereas, if elevation of character be sought by cultivation of the higher faculties, and by the acquisition of self-control, a person will thereby become not only fitted for a higher station, but also furnished with the best means of attaining it. In a country like our own, where examples of men in the humblest station raising themselves to affluence and distinction are so common, instances of the truth of the truth of the above observations need hardly be adduced. There are however, not unfrequently so many apparently accidental circumstances connected with success, that it is often difficult to decide in any particular case whether success is mainly to be attributed to good fortune, or to education and good conduct. Of itself, indeed, mere good fortune can do but little, as has been so well expressed in the following lines, which form the motto of a chapter in the "Fortunes of Nigel;"

> "Chance will not do the work--Chance sends the breeze;
> But if the pilot slumber at the helm,
> The very wind that wafts us toward the port,
> May dash us on the shelves.—The steersman's part is vigilance,
> Blow it or rough or smooth."

But still the question arises, whether the chance, or, in other words, the favourable opportunity, be for the most part indispensable, or whether education can ever be regarded as the main cause of success.

In perusing a recent publication, by the Rev. Erskine Neale,* it has occurred to us that perhaps no course of life affords a better opportunity of tracing the benefits of education, joined with good conduct, in causing elevation of station, than the military profession, as illustrated in the case of those who have risen from the ranks to offices of trust and posts of honour. Of those who enter the army as privates, all start upon the same footing, and, as far as entering the profession is concerned, are under similar circumstances. But no sooner have they gone through the first part of their training (if not while passing through it) than their relative position is regulated by their conduct.

The man who by regularity and obedience shows that he is possessed of self-control and worthy of trust, is soon fixed upon to be placed above his comrades. But then comes almost immediately the question, whether his previous education has been sufficient to render him capable of filling the post for which he appears to be morally fitted. And unless he has acquired, or can acquire, some knowledge in reading, writing, and accounts, his promotion cannot go on. The want of such knowledge is often a bar to the advancement of the well conducted private, but one which the regimental schools are now happily tending to remove. There is, however, still too much cause for lamenting the truth of a remark of the late Lord Hill, quoted by Mr. Neale, "that the soldier has much to combat in the way of constant temptation, aud more in the want of early education; and that his deficiencies in this latter respect are deplorably and avowedly great."

The evils arising from the want of education is perhaps best shown by the benefits which have been derived from it by those who have been possessed of a certain amount of it before they entered the ranks. Of this there are several striking instances in the work before us.

The first is that of the late Brigadier-General Cureton. He was of an old family, long possessed of an hereditary estate in Shropshire, which his mother was obliged to obtain authority to sell after his father's death. At an early age he entered the militia of his native country as an ensign, and shortly after became a lieutenant. But he was speedily obliged, by pecuniary difficulties, to leave both this and another regiment of militia, when he enlisted, under the name of "Taylor," as a private in the 14th Light Dragoons. The officer of his troop, finding him a superior and educated young man, and steady, appointed him a "lance corporal," from which he gradually rose. He quitted England for the Peninsula in 1810, and in 1813, while holding the rank of serjeant, was recognised by one of Lord Wellington's staff, who had been his brother officer in the Shropshire militia. His conduct was so meritorious that, when a steady non-commissioned officer was required to manage the post-office arrangements, he was recommended by the colonel of his regiment, and at once appointed serjeant of the post to the head-quarters of the army. In 1814 he took his leave of the ranks, and of the name which he had assumed, and was gazetted to an ensigncy in the 4th foot.

When he had suddenly disappeared from the militia, it was believed that he had been drowned while bathing, from the circumstances of his regimentals having been left on the beach; and the first intimation that his mother had of his being still alive was the Gazette recording his commission. Although he had received many severe wounds in the Peninsula he followed up his profession, and exchanged first into the 20th Light Dragoons, and then into the 16th Lancers, which he accompanied to India in 1822. He was present at the siege and capture of Bhurtpore, in 1825-26; and in the campaign of Affghanistan in 1839-40. he served as Assistant-Adjutant General, and was present at the capture of Ghuznee. In 1845 he was in command of the cavalry corps at Aliwal and Sobraon.

In Sir Harry Smith's despatch of the battle of Aliwal it is stated, that Brigadier Cureton's knowledge of the outpost duty, and the able manner in which he handles his cavalry under the heaviest fire, rank him among the first cavalry officers of the age. At the battle of Sobraon similar praise was bestowed by the commander-in chief. When he fell at Ramnuggur, in 1848, every honor was rendered to his memory. Although a strict disciplinarian, he is spoken of as one of the kindest and most thoughtful of commanding officers, and singularly considerate, in all points, of those under his command.

It is particularly mentioned, that, rapid as was his rise, no accusation was ever breathed of his indulging in unjust censure, or displaying overbearing demeanour. He fell in the presence of the same regiment, the 14th Light Dragoons, in which, thirty-eight years before, he had commenced his military career as a private. The interesting account in the volume before us, proves still more clearly than the foregoing imperfect sketch, that this distinguished officer owed his signal success in his profession, not to chance, but to education and uniform good conduct.

Another example of a similar nature is to be found in our author's account of Sir John Elley. He was the son of a paper-manufacturer, and was early articled to a solicitor in London; but, disliking the law, he enlisted as a private in the Blues, in 1789. His steadiness, quickness, devotion to his duties, and general merits as a soldier, soon attracted attention. In 1790 he was gazetted quarter-master, thus becoming a commissioned officer, and in the following year obtained a cornetcy. He rose regularly through the different grades, until, in 1813, he became full colonel in the army.

During the long and arduous struggle in the Peninsula, his judgement, tact, prompt decision, and dashing bravery, were conspicuous. For the particulars of his gallant career, especially at Salamanca and Waterloo, as also for the history of his favourite charger, we must refer our readers to Mr. Neale's pages. He became a major-general in 1819, and lieutenant general in 1837. In 1835 he was returned as one of the members of Parliament for Windsor, and he died in the beginning of 1839. Shortly before his death he justly observed, that "rash and hasty words are one of the soldier's besetting sins; and yet, considering that in war-time he is one moment all 'life and daring,' the next, 'laid low,' blasphemy in his case seems flat rebellion against Heaven. These points," he added, "appear in their true colours when life begins to wane."

In compliance with a request strongly expressed in his will, he was interred in St. George's Chapel at Windsor. Soon after the accession of William IV., at the great camp dinner at Windsor Castle, one of the earliest toasts proposed by the king was "The Army and John Elley." In responding to it, Sir John referred to his early life, and to his having risen from the ranks, and alluded modestly to the obligation he was under to the army for the position he held, and for the circumstances in which he *then* found himself.

Here we have an instance of one who enlisted as a private in a celebrated regiment, raising himself, by the aid of a moderate education, and by sheer dint of merit, to the command of the same corps; becoming afterwards, a representative of a royal borough in Parliament, and a guest at the table of royalty, where his health was proposed by his sovereign as a chief in whose person the British army was worthily represented; and, finally, obtaining a last resting-place where so many of the royal and the noble are interred.

In time of war it was not uncommon for men well brought up (of whom some had previously served as officers in the militia,) to enter the regular army as volunteers, in the hope of being enabled by their education and good conduct to obtain commissions. Sir Hudson Lowe is related by our author to have thus commenced his military career. After having been previously an ensign in the East Devon militia, he served in the ranks for nearly three years as a volunteer, before he

* "Risen from the Ranks; or, Conduct versus Caste.' Pp. 341. London: Longmans, 1858.

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obtained an ensigncy. He attained to the rank of major-general in 1814, having risen in the army while serving chiefly in the Mediterranean, in a foreign corps in the pay of England. In this situation he became master of the French and Italian languages, and in 1814 he was attached to the army of the Allies, and received from several of the allied sovereigns and generals most honourable testimonies of his services. It was owing to these circumstances that he was considered well qualified to be intrusted with the safe custody of Bonaparte at St. Helena. His instructions from the British Government were, "to allow every indulgence to General Bonaparte, which may be compatible with the entire security of his person; that he should not by any means escape, or hold communication with any person whatsoever, excepting through your agency, must be your *unremitted care*; and those points being made sure, every resource and amusement which may serve to reconcile Bonaparte to his confinement may be permitted." To obey these orders in such a manner as to do his duty to his country, and at the same time reconcile the caged lion to his captivity, was obviously next to an impossibility. Our author mentions several instances of the extreme difficulty of Sir H. Lowe's position, and of the trials of self-control to which he was constantly exposed. The following anecdote is as good a proof as could be adduced of the kindness which he permitted to be shewn towards his charge by those in whom he had perfect confidence; and it is also a valuable illustration of the self-protecting power of innocence. It appears that at one time the Longwood party, despairing of all success with Sir Hudson, had a scheme for bribing Lady Lowe, who had been heard to make some kind and commiserating remarks about Napoleon. A lady, to whom Lady Lowe had shown great kindness, was employed to see whether any favourable impression could be made, and *carte blanche* was given as to money. The lady undertook her mission, and had a long interview with Lady Lowe alone, who, surprised at the length of the visit, once and again let the conversation drop. At last she rose, in utter desperation, and took her leave. On her return to the conspirators at Longwood, she said, "I could not find words to ask Lady Lowe to betray her husband. So kind, and frank, and truthful as she looked, I dared not approach her with such a proposal. No! No! I had miscalculated my own powers, and misunderstood her character. Forgive me!" It is the testimony of an eye-witness, that Sir H. Lowe's talent in unravelling the intricate plotting constantly going on at Longwood, and his vigilance in discharging his arduous and invidious duties, made him more enemies than any hastiness of temper, uncourteousness of demeanour, or severity in his measures, of which the world was taught to believe him guilty. His destiny seems a hard one, if, after having firmly carried out what he had reluctantly undertaken,—the safe custody of a baffled tyrant,—and obeyed instructions, he was then, as our author asserts, rewarded by coolness and neglect, where he had a right to calculate on cordiality and praise. He was thus treated, and died poor, although he had been charged with an amount of responsibility from which most men would have shrunk, and had performed a painful duty, with sleepless vigilance, and had been exposed, from circumstances not of his own seeking, to an amount of obloquy almost without parallel in the annals of party. But such treatment, though he felt it, was borne patiently; he was once or twice heard to say:—"Were the past to be acted over again, I should make no change in my conduct. I received from my government certain instructions, and was charged rigidly to abide by them. I did so. Can a soldier obey orders too minutely?" Perhaps his case illustrates as forcibly as can be desired the benefits of education combined with good conduct. Thereby one, raised from the ranks, became such as to be considered fit to be intrusted with a charge of the greatest responsibility, and was enabled, after having faithfully discharged his trust, to submit patiently to unjust neglect and even obloquy by a consciousness of having performed his duty.

In conclusion, we will only repeat, that these illustrations have been taken from the military profession, because it seems more easy in it than in any other calling to distinguish and trace the causes of elevation of station, and not because we suppose that such elevation is really in any degree less dependent in other pursuits than in it upon education combined with good conduct, or, in other words, upon elevation of character.—*English Journal of Education.*

THE LATE DR. ARNOLD, HEAD MASTER OF RUGBY SCHOOL.

Dr. Thomas Arnold, of Rugby, stands by common consent, at the head of the list of eminent instructors of the present century. His world-wide reputation, as a teacher, is, however, chiefly posthumous. He died at the age of forty-seven years, on the morning of the 12th of June, 1842; and so suddenly did the messenger of death come, that his departure was announced to some of the members of his own household before they knew that he was ill.

Previous to his death, the reputation and influence of Dr. Arnold were limited to the scholars and statesmen of his native land. He was known in the Universities, as one of the first scholars of his time, as an advocate of reform in opening the doors of Oxford and Cambridge to the admission of Dissenters, and as a powerful Anti-Tractarian champion, in the bitter controversy between Dr. Hampden and the leading theological professors of his own University of Oxford.

But though powerful in the highest seats of learning, by the influence of his pen, and by the presence of his pupils in great numbers, who were for the most part his devoted friends and strenuous advocates of his opinions; and though as a political writer, he became deeply involved in those questions of Church and State policy, which so greatly agitated the public mind of England during the ten years preceding his death; still his reputation could hardly be called national, till he had won, in spite of the most vigorous opposition, his Professorship of History at Oxford. This great triumph was due to his transcendent merit as a teacher, and gave the fairest opportunity he could have hoped for, to establish a high reputation in the renowned University, whose best interests were always dear to his heart.

But his subsequent career was short. He was permitted only to give his Introductory course of Lectures on Modern History, before he was summoned away forever. These lectures were received with universal favor, and have become a standard work on both sides of the Atlantic, than which there is no better guide for the young student in laying out a plan of historic reading, and in suggesting the objects and benefits of this most important of all University studies.

Dr. Arnold lived long enough to give assurance that his subsequent career, would, if he had been spared, as a professor and writer of History, have been one of unsurpassed brilliancy, at least since the days of Gibbon. As a defender of sound learning applied to the noblest ends, as a champion of human liberty, in church and state, as an advocate for the rights of conscience, he had shown himself able to do what no man living could do better than he. As a controversialist, he had shown himself equal to any intellectual warfare that could be arrayed against him, and for that reason he was an object of pride to his friends. He was also a generous combatant, as magnanimous towards his opponents as he was earnest in defending his own views of truth, and for that reason, he had no personal enemies.

When the respect of men of all parties and names had been secured, when that time of life had come in which the ripest fruits of scholarship are gathered, when all the powers of a great mind were most vigorous for noble action, when a quick fancy and impulsive imagination had been chastened by time, not so as to lose their charms, but only so as to become the willing servitors of the clearest reason and the soberest judgment, just then the bright orb in mid-heaven, to which all eyes had been turned, suddenly vanished in thick darkness from the gaze of men. There was no consolation left, in the general grief for so great a loss, but to gather around the tomb of Arnold, and there they who had loved him, and they who had opposed him, lamented together the untimely fall of one than whom, among the great and good then living, England had no more noble son.

Contrary to the expectation of his friends, the death of Arnold happened fortunately for his fame. His career seemed prematurely closed, since his greatest purposes were broken off, his most important works being only projected or left incomplete. But his character was already mature. Over that death had no power. That still lives and speaks, and as a means of good to mankind, has proved a blessing to multitudes, who while he lived never heard his name or that of the Rugby School.

As the character of Arnold lives to bless the world by his undying example, so does his method as a teacher of History and as a teacher of Christian morals. His Roman History is indeed incomplete, being a small part of that great work, which he designed to carry down to the period of the Decline and Fall of the Empire, in order that he might furnish an antidote to the Christian student against the tendencies of the fascinating but delusive and dangerous work of Gibbon. But if it be only a fragment, it is yet in itself the best Ancient History which has been written in the English tongue; while it has made the method of Arnold immortal. He was the first to apply Niebuhr's principles of historical research to a work in our language, but the example will be imitated in all valuable history that shall hereafter be written. Arnold's method awakes from the grave of centuries the buried nations of antiquity. The records of hardly legible inscriptions, the voices of dim and gray tradition, the dark allusions of old poets and annalists are made to reveal clearly the private and public life of powerful states, now no longer existing, and to impart to their story the vitality of modern times and all the interest of passing events.

That same gift of insight, also, whereby from the merest hints he could unravel the mazes of ancient story, and by the aid of that imagination which the historian sometimes needs to arrive at actual reality, not less than the poet to form that which is consistent with reality, was often employed by him in casting the horoscope of future events. He had in the highest measure those two qualities of a seer, as defined by Coleridge, a "KNOWLEDGE OF HISTORY and the HUMAN MIND," and therefore he could discern the signs of the times and the future policy of nations, as with the vision of prophecy. Hence it was, that his pupils were in the habit of saying that he had talent

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enough and statesmanship enough to be Prime Minister of England. So long ago as 1840, while Louis Phillippe was in the height of his power, and the causes of those dreadful agitations, which convulsed all the Western nations of Europe in 1848, hardly seemed to have been noticed by any other mind, Dr. Arnold distinctly foresaw the coming conflict of the Western powers with Russia, and pointed out the actual policy of the war, which is now waged by the allied nations on the shores of the Euxine.

Within the last six months, the following passage, written in 1840, by the Head Master of Rugby School, has been printed in the leading political journals of Great Britain, and in several of this country, and commented upon as an instance of remarkable forecast.

"What surer way of keeping the Russians from Constantinople, than to bind our alliance with France triply fast, thus keeping forever before the eyes of Russia a control which she dare not disregard? What Russian soldier would ever set foot across the Balkan, if England and France, indissolubly joined together as the protectors of the old civilization of Europe, were ready at an instant to pour their fleets into the Black sea, and without repeating the folly of the march to Moscow, to strike at the life of Russia through her vulnerable heel; to drive her back behind the Pruth, to thrust her away from the shores of the Euxine, and by occupying the Crimea as an impregnable fortress, to seal up the only outlet by which the evil spirit of Russian ambition can issue forth to trouble the world?"

Dr. Arnold had a high reputation as the author of works of enduring value. His temptations were very great to devote himself to strict literary pursuits. But while he lived he never allowed any enterprise, however important, to interfere with his duties as a teacher. Indeed it is very easy to see that all his labors as an author were made subsidiary to his great work of instruction. If he had lived longer, and devoted himself to that work which he regarded as the great literary labor of his life—to write a book on the mutual relations of the Church and State as they are blended in the British Constitution—he might have been drawn from his pursuits as a practical teacher, and the influence of his great example, as we now have it, might have been eclipsed by his renown as an author, and his fame been confined chiefly to men of letters.

Prompted by the general grief for his loss, all the leading Reviews of Great Britain immediately after his death, and almost simultaneously, united in a tribute of respect to his memory, and a notice of his character as a teacher and as a man. The highest praise was awarded to his moral honesty, his personal virtues, to his beautiful Christian life, to his earnest labors as a teacher at Rugby, and his splendid qualifications as a Professor at Oxford. Of these tributes, some of the most beautiful and touching were found in those journals whose views on subjects of the highest moment he had opposed with all the energies of his most earnest nature.

The world had not expected to hear of such a character in the person and calling of a schoolmaster. It was a rare, if not a new thing, that a scholar of the highest clerical standing and ability, and equally competent to shine in the Senate or in the Cabinet, should be found devoting the best energies of his best days to the drudgery of school instruction. And it was especially marvellous that this pedagogue should be able, or dare to make so much noise in the world, outside of his school-room, without even asking liberty of the Trustees.

Men wished to be better acquainted with a character, which, like that of Socrates, was distinguished for a passionate love of truth and justice, for tireless imdustry, for the rarest attainments and the profoundest humility, for the most scrupulous piety to God, and the tenderest sympathy for mankind, especially for those who were suffering by reason of poverty, ignorance and self-delusion, and finally for his consummate courage in the defence of principle, and his recklessness of any evil consequences to himself in any controversy where truth and duty were at stake.

The Biography of Dr. Arnold was prepared by Rev. A. B. Stanley, a worthy disciple of his illustrious subject and teacher, and himself a Fellow at Oxford, and a tutor and preacher of high repute. This work is all that the devoted friends of Arnold could desire, so far as it unfolds his life as an author or man of letters, and his interior life as a man of feeling. It is largely made up, as it ought to be, of his own letters to his friends and pupils on every kind of topic, but every one of them valuable and bearing the impress of that strong individuality on the printed page with hardly less vividness than that which beams from the striking portrait which embellishes the English edition of Stanley's biography, and which was always found at Oxford and Cambridge in the room of every man who had ever been a pupil of Arnold.

It falls not to the lot of any teacher to educate all the geniuses of his time. Few comparatively of Arnold's pupils have or will become famous. It was his glory, as it is of all good educators, not so much because he helped a few to become famous, as that he prevented a great many from becoming infamous; and especially because he was very influential in making nearly all his scholars useful and respectable. The preventive processes which form so large a part of all moral training of the right kind, do not admit of much display, nor bring a great reward of public favor; still this great service must be performed by the teacher, however thankless the task may be, or society itself must perish, in spite of all that the best talents rightly trained can do to save it.

No man has lived in our times in whom the truly Christian ideal of self-sacrifice for others' good, was a principle so intensely active; and his chief glory as a teacher was that he had most vivid views of what an educated mind controlled by Christian principle is worth, as a minister of good to the poor and ignorant and sinful, as a blessing to the state in which are embodied the common and undying life and character of a people, and especially as connected with the Christian commonwealth, or the immortal kingdom of God on earth, into which every Christian scholar should be incorporated. His intense benevolence manifesting itself in his love for friends, for his country, and for the glory of God, was the secret of all his power, not only as a preacher, but in an equal degree in his instructions of the "sixth form." It was this high moral quality on which Dr. Hawkins rested his prophecy, that if Arnold was elected to the head mastership of Rugby, "he would change the face of education all through the public schools of England."

We have no doubt of his ability as a teacher in the classics, and especially in the department of ancient history. We doubt whether there was any school-room in England, even any of the University lecture-rooms, that was the scene of greater intellectual ardor than that of Dr. Arnold's "sixth form" recitation-room. But the secret of that interest was not his ability to impart knowledge, so much as to show its uses, to provoke thought, and to inspire sentiments and motives which could not fail to produce the greatest intellectual activity and the happiest moral results. The common intellectual stimulants, such as that of personal competition, were superseded by the higher inducements, in the full appreciation, of the ends and uses of all mental culture, the making the most of life for the noblest purposes. Nor was the relation of cause and effect in this instance an intangible or remote one. The fruits of Arnold's labors as a teacher, were not only abundant, but soon visible and appreciated. When he began his career, not only the ancient Public Schools, but the Universities of England, were in a moral condition that was truly deplorable. They were the seats of profligate dissipation, and almost entirely destitute of young men of high, moral and religious character. It was soon noticed that Arnold's pupils went through the fiery ordeal of temptation unhurt, that they maintained a good standing as scholars, and were high-minded, upright, thoughtful and earnest men. The little leaven became contagious. The noble example of Rugby was imitated, and moral and religious men were no longer objects of ridicule as formerly at the Universities.

It should not be forgotten that Dr. Arnold aimed to do what he did, chiefly by the instrumentality of teaching. In the pulpit he was still the teacher. What he said there was presented in the concrete form of school instructions, teaching the theology or the divine philosophy, just as he taught his classes the philosophy of individual and social life, by the study of history.

It should also be remembered that Dr. Arnold deliberately chose the calling of a teacher, that he might thereby most directly move the machinery of the whole social system in the way of doing good, not only to his own pupils as men by themselves, but that through them he might affect the public heart and the public conscience, so as to bring about those reforms in the State and in the Church, which were intimately connected with the glory of England, and the welfare of every people on earth under the influence or control of England. He chose the teacher's calling because of his love for it, not because he could not succeed in any other calling. He was always reckoned by those who knew him best, as one of the choice scholars and thinkers of his age. He had attained the highest rank in the clerical profession before his election as Head Master at Rugby. Burning with an intense desire to benefit his race and age, and conscious of his ability to do service, he felt that his best field of labor was in the school-room, and that from that high vantage ground he could make his influence felt, not only by his teachings and inspirations, as conveyed by his living voice and presence to the crowds of talented young men that thronged his school-room; but also by an indirect influence, which should reach even to the ends of the earth.—*Princeton Review.*

THE MOTHER OF LORD BACON AND AN ENGLISH LADY'S EDUCATION IN HER DAYS.

Lady Bacon was doubtless a lady of highly cultivated mind after the fashion of her age. But we must not suffer ourselves to be deluded into the belief, that she and her sisters were more accomplished women than many who are now living. On this subject there is, we think, much misapprehension. We have often heard men who wish, as almost all men of sense wish, that women should be highly educated, speak with rapture of the English Ladies of the sixteenth century, and lament that they can find no modern damsel resembling those fair pupils of Ascham and Aylmer, who compared over their embroidery

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the styles of Isocrates and Lysias, and who, while the horns were sounding and the dogs in full cry, sat in the lonely oriel, with eyes riveted to that immortal page which tells us how meekly and bravely the first great martyr of intellectual liberty took the cup from his weeping jailor. But surely these complaints have very little foundation. We would by no means disparage the ladies of the sixteenth century or their pursuits. But we conceive that those who extol them at the expense of the women of our time forget one very obvious and very important circumstance. In the reign of Henry the Eighth, and Edward the Sixth, a person who did not read Greek and Latin, could read nothing or next to nothing. The Italian was the only modern language which possessed anything that could be called a literature. All the valuable books then extant in all the vernacular dialects of Europe would hardly have filled a single shelf. It was therefore absolutely necessary that a woman should be uneducated or classically educated. Indeed, without a knowledge of one of the ancient languages no person could then have any clear notions of what was passing in the political, the literary or the religious world. The Latin was in the sixteenth century all and more than all that the French was in the eighteenth. It was the language of courts as well as of the schools. It was the language of diplomacy; it was the language of theological and political controversy. Being a fixed language, while the living languages were in a state of fluctuation, being universally known to the learned and the polite, it was employed by almost every writer who aspired to a wide and durable reputation. A person who was ignorant of it was shut out from all acquaintance—not merely with Cicero and Virgil—not merely with heavy treatises on canon law and school divinity—but with the most interesting memoirs, state papers and pamphlets of his own time.

This is no longer the case. All political and religious controversy is now conducted in the modern languages. The ancient tongues are used only in comments on the ancient writers. The great productions of Athenian and Roman genius are indeed still what they were. But though their positive value is unchanged, their relative value, when compared with the whole mass of mental wealth possessed by mankind, has been constantly falling. They were the intellectual all of our ancestors. They are but a part of our treasures. Over what tragedy could Lady Jane Gray have wept, over what comedy could she have smiled, if the ancient dramatists had not been in her library? A modern reader can make shift without Œdipus and Medea, while he possesses Othello and Hamlet. We are guilty, we hope, of no irreverence towards those great nations to which the human taste owes art, science, taste, civil and intellectual freedom, when we say that the stock bequeathed by them to us has been so carefully improved that the accumulated interest now exceeds the principal. We believe that the books which have been written in the languages of Western Europe during the last two hundred and fifty years, are of greater value than all the books which at the beginning of that period were extant in the world. With the modern languages of Europe, English women are at least as well acquainted as English men. When, therefore we compare the acquirements of Lady Jane Grey and those of an accomplished young woman of our time, we have no hesitation in awarding the superiority to the latter. We hope that our readers will pardon this digression. It is long; but it can hardly be called unreasonable, if it tend to convince them that they are mistaken in thinking that their great-great-grandmothers were superior women to their sisters and wives.—*Macaulay.*

GLIMPSES OF EDUCATION IN THE EAST.

In reading lately a small volume of eastern travels,* we were much interested with the notices given of schools which the writer visited in different places. Mr. Anderson has evidently a kind regard for the young, and wherever he went seems to have observed their traits of character, and the circumstances of their training. While he has a direct and simple way, too, of addressing himself to youth, and drawing them into frank and confiding converse, his lucid and graceful style of composition enables us readily to realize what he describes, We fancy we hear him repeating τυπτω to the bookseller's son of Syria, where he was enduring the horrors of the Lazaretto ere proceeding to Athens, which he wished to visit on his way to Jerusalem. From his account of Syria, we made the following extract:—

"Here there are some good shops, with the names of their owners in modern Greek above the doors. I stumbled here on a bookshop, or rather a store. I say stumbled, as it had no window, and I am not sure if the worthy bibliopole had even a sign. His store was crammed with books chiefly Greek and French. I am not sure that I discovered any in English. I saw, however, the 'Pilgrim's Progress,' and 'Robinson Crusoe,' in Greek. Rude though the copies were, and ruder still though the cuts were by which they were adorned, and in which Christian and Hopeful, Robinson and Friday figured, this tribute to English piety and genius made up for the want of books in the English language. The old bookseller had a little boy who was at school, and who, when he came into the shop, brought with him his grammar. I astonished him by repeating part of the Greek verb τυπτω. I made him read to me in Greek, and explain to me in Italian the words I did not understand. The little scholar was delighted to find himself thus transformed into a schoolmaster, and the old man was flattered by the homage paid to the talents of his son; and in this way I won his heart. After this, I was suffered to turn up all the books in his store, and even to lower the price with impunity. I spent some hours every day in his store, and would have spent some hours in the evening also, but the old man was evidently on the side of the 'Early Movement,' for his shop was regularly shut at 4, p.m., and not opened till 9 on the following day. I brought some of his books home, and as I look at them, very pleasant are the recollections they suggest of the old man and his little son. I visited several of the schools, which were well attended, well taught, and kept in excellent order. I examined a class of boys in history; they answered promptly and correctly, as the following instances will show:—

"*Question.* Who was Socrates?

"*Answer.* An Athenian and a philosopher.

"*Q.* Who was Epaminondas?

"*A.* A Theban, and a great captain.

"*Q.* Who was Aristides, and what was he remarkable for?

"*A.* An Athenian and a captain, who fought at Marathon; and for his love of justice, surnamed the Just.

"*Q.* Who was Demosthenes?

"*A.* An Athenian, and a great orator.

"*Q.* Who was Jesus Christ?

"*A.* The Son of God, and the Saviour of the world.

"I then said a few words to them, in which I exhorted them to imitate Socrates in wisdom, Epaminondas in courage, Aristides in his love of justice, Demosthenes in eloquence, and Jesus Christ in everything. They exclaimed, καλη, καλη, "Good, Good," and said that they would. I was much pleased with the appearance of these Greek boys, and with the attention paid to their education, which I regard as one of the most hopeful things in Greece."

The same benevolent interest in the young our traveller manifests throughout. The donkey boys of Cairo attract his Christian sympathies, in reference to whom he makes the following remark, the spirit of which it would be well for all our tourists in Egypt, and other lands, heartily to imbibe:—

"These donkey-boys are remarkably clever, and pick up the English language with great readiness. By coming into contact so frequently with the English, now that Egypt is the highway to India, and Cairo, the half-way house, they not only learn the language, but the manners of the English, and take an interest in England itself. How desirable is it that English travellers should see that the influence they bring to bear on these poor boys, is of a christianizing kind! They should remember that all which these boys learn from them, is carried to their homes, and has its influence, for good or evil, through them or others."

Even when visiting Thebes, and surveying those wondrous ruins that so engross the traveller's mind, the temple of Karnak, the palace of Luxor, and the tombs of the kings, and musing on the solemn grandeur of the Theban plain, Mr. Anderson is not forgetful of the children growing up in the Arabian villages that now stand within the boundaries of the ancient city:—

"Passing one afternoon through one of the narrrow lanes of the modern Thebes, or as it is now called, El Luksor, "I came," he says, "upon an Arab school. The door was open, and without any apology, I entered. The boys, of whom there might be twenty, had on the abia, a kind of blue gown, which was their only covering. They were seated on the ground with slates in their hands, on which the master had written their lessons from the Koran, and these with a singing tone and a rocking movement of the body, they were reading. I asked the master, in the best Arabic I could muster, if they were good scholars. He said they were. In an evil moment, I took out a few paras and requested him to give them from Howagee to the best scholars. He put them into his bosom, or as he would say, into his pocket. At the sight of the paras, or rather at their sudden disappearance, the whole school started to their feet, threw away their slates, and surrounding me cried, 'Bakshish, bakshish!' Seeing the storm I had raised, and no prospect of laying it, I made for the door, but the scholars rushed after me into the street, shouting 'Bakshish, Howagee, Bakshish!' which they continued to do till I reached the Kalnjah. It may be easily believed I did not offer bakshish in an Egyptian school again."

It will be long ere such teaching as this can help to dispel the darkness that now rests on the "shore of the green old Nile."

Our next glimpse of school life is at Nazareth, where Mr. Anderson found four schools, three Christian and one Moslem. Conducted by his guide-boy, he visited two of them, and speaks of them thus:—

* Wanderings in the Land of Israel, &c., in 1850-1. By the Rev. John Anderson, Helensburgh. Collins, Glasgow.

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"The first school we came to was a Turkish one. The children or boys rather, for there are no girls sent to the schools of the Mahomedans, sat in two rows on the ground, with slates in their hands, on which were written passages from the Koran in Arabic, which they were reading in a chanting tone, and committing to memory. The teachers, who were four in number, were seated round the dying embers of a fire, with long pipes in their hands, which they were laboriously smoking.

"Our next visit was to the school in connection with the Latin church of the Annunciation. It consisted of two classes, one of boys and the other of girls. The boys amounted to forty, the girls to thirty. They were both reading the Gospels in Arabic, and were remarkably quiet and orderly, and were well acquainted with the principal facts in our Lord's life. I told them, in a few words, that I was much pleased with their appearance and conduct, and that I hoped they would believe in, love, and study to be like Him of whom they were reading, and who, long, long ago, had been a little child, "subject to his parents in their own town of Nazareth."

As an additional character of the Moslem education, we will quote a conversation Mr Anderson had with his dragoman, Hassan Moosa:—

"Are your children at school, Hassan?" "The boys are." "What are they taught?" "Taught to read and write." "What do they read at school?" "First, simple words; then the Koran." "Do all boys learn to write?" "No, not all." "Do many?" "No, not many." "Can every *fikee* (schoolmaster) himself write?" "Not know, perhaps no." "What wages do you give the schoolmaster?" "Half a piastre (about a penny) for each boy, every Thursday." Why do you pay the fikee on Thursday?" Boys not go on Friday?" "Do you not send your girls to school?" "No, not girls." "Why?" "Girls not need to read, need to sew and work?" "Have you not schools in which girls are taught to sew?" Yes." "Does your wife go to the mosque?" "No, women not go to the mosque." "Do not they need to pray as well as men?" "Yes, need to pray, but pray at home."

We close with extracting the following just and appropriate remark:

"I mention this conversation with Hassan to show how dark in Egypt and Mahomedan countries is the lot of women. Her love may be felt in the harem, but even there she sheds but a dim light, and exerts but a feeble influence in imbuing the minds, and forming the character of her children. On society at large she sheds no holy light, and exerts no blessed influence whatever. Judaism has had, and Christianity has had in still greater numbers, its great, gifted, and shining female characters. Of these, the Sarahs, the Deborahs, Esthers of the one, the Marys, Dorcases, the Persises, the Frys, the Hemanses of the other, Islamism has none."—*Scottish Educational Journal.*

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: JULY, 1854.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (upwards of 500 per month) on various subjects.

OFFICIAL CIRCULAR TO THE CHAIRMAN OF THE BOARD OF TRUSTEES OF EACH COUNTY GRAMMAR SCHOOL IN UPPER CANADA.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE,

Toronto, 10*th* July, 1854.

SIR,—I herewith enclose you a blank form of return of the statistics of your County Grammar School for the first six months of the current year. On your causing this blank return to be filled up, signed by at least three of the Trustees of the School, and forwarding it to me at your earliest convenience, I will pay to the Treasurer of your county, subject to the order of your Board, one-half of the sum apportioned to said school for the current year.

2. On the back of the blank form of the return for the first six months of the current year, I have caused a blank form of a statistical report of your school for the last year (1853) to be printed, which I will thank you to have filled up, as far as possible, that some idea may be formed of the state of the Grammar Schools and Grammar School Fund before the present Act came into operation, and that I may be able to present in my forthcoming School Report for 1853, the condition of the Grammar, as well as of the Common, Schools, during that year.

3. The Regulations as to the programme of studies to be pursued in the Grammar Schools, and the text books to be used, could not be decided upon until the Senate of the University of Toronto had prescribed the subjects of examination for matriculation in any affiliated College of the University, in the terms of the 5th section of the Grammar School Act. Those subjects have been only recently prescribed by the Senate; and it is deemed but fair to all parties to allow the regulations heretofore existing for the management of Grammar Schools to continue during the remainder of the current year. Under these circumstances, the Council of Public Instruction for Upper Canada, (after a previous meeting of consultation on the subject) at a meeting held on Friday, the 7th instant, adopted the following regulations in respect to Grammar Schools for the current year, pursuant to the provisions of the Statute, 16 Vict., chapter 186:

"The subject of the regulations, management and detailed distribution of the Funds of the Grammar Schools under the amended Grammar School Act having been under the consideration of the Council of Public Instruction, the following regulations were adopted in the absence of information and statistics sufficient to effect the changes contemplated by the Act.

"*Ordered*,—I. That the County Grammar Schools of Upper Canada be conducted during the current year (1854) under the same regulations as those which have hitherto existed for their management. The Boards of Trustees of such Schools providing at the same time for teaching in each Grammar School those subjects required to be taught by the 5th section of the Grammar Schools Amendment Act, 16 Vict., chapter 186.*

"II. That moneys apportioned from the Grammar School Fund in aid of the Grammar Schools be distributed this year in the same ratio as last year to the several Grammar Schools of each County, and be paid upon the same conditions and certificates as those on which such moneys have been hitherto paid.

"III. That candidates for Masterships of County Grammar Schools be examined as to their knowledge of, and ability to

* The following is the section of the Grammar School Act referred to:—V. And be it enacted, That in each County Grammar School, provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and Commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek languages and Mathematics, so far as to prepare students for University College, or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council: Provided always, That no Grammar School shall be entitled to receive any part of the Grammar School Fund which shall not be conducted according to such programme, rules and regulations.

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teach, the subjects, and books, or portions of books, in which the Senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in any College affiliated with that institution, as contemplated by the 5th section of the Grammar Schools Amendment Act, 16 Victoria, chap. 186. Which subjects of examination are as follows :—

GREEK AND LATIN LANGUAGES.

Homer, Iliad .....B. I.
Xenophon, Anabasis .....B. I.
or
Lucian, Vita, and Charon.
Cæsar, de bello Gallico, ...Bb. V. and VI
Virgil, Æneid, ...B. II.
or
Ovid, Fasti.....B. I.
Translation from English into Latin Prose.

Additional for Honors and Scholarships.

Homer, Iliad .....B. VI.
Homer, Odyssey .....B. IX.
Xenophon, Anabasis,.....Bb. II & III.
or
Lucian, Menippus, and Timon.
Horace, Odes .....B. I.
Virgil, Æneid,.....Bb. I. and III.
or
Ovid, Fasti, ...Bb. II and III.
Translation from English into Latin Verse.

MATHEMATICS.

ALGEBRA AND ARITHMETIC.

Ordinary rules of Arithmetic,
Vulgar and Decimal Fractions,
Extraction of Square Root,
First four rules of Algebra.

GEOMETRY.

Euclid, B. I.

Additional for Honors and Scholarships.

ALGEBRA.

Proportion and Progression,
Simple and Quadratic Equations.

GEOMETRY.

Euclid, Bb. II. III. and IV.

ELEMENTS OF NATURAL PHILOSOPHY.*

MECHANICS.

Explain the composition and resolution of statical forces.

Describe the simple machines (mechanical powers.)

Define the Centre of Gravity.

Give the general laws of motion, and describe the chief experiments by which they may be illustrated.

State the law of the motion of falling bodies.

HYDROSTATICS, HYDRAULICS, AND PNEUMATICS.

Explain the pressure of liquids and gases; its equal diffusion, and variation with the depth.

Define specific gravity, and show how the specific gravity of bodies may be ascertained.

Describe and explain the barometer, the siphon, the common pump and forcing-pump, and the air-pump.

* A popular knowledge only of these subjects is required.

ACOUSTICS.

Describe the nature of sound.

OPTICS.

State the laws of reflection and refraction.

Explain the formation of images by simple lenses.

ASTRONOMY.

Motion of the Earth round its axis and round the Sun; with applications of these motions to explain the apparent movements of the Sun and Stars, the length of days, and the change of seasons—explanation of Eclipses and the Moon's Phases.

ELEMENTS OF CHEMISTRY.

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.

Combustion, flame; nature of ordinary fuel; chief results of combustion—*i. e.*, the bodies produced.

Heat: natural and artificial sources; its effects. Expansion; solids, liquids, gases. Thermometer: conduction; radiation; capacity; change of form; liquefaction; steam.

The Atmosphere: its general nature and condition; its component parts. Oxygen and nitrogen: their properties. Water and carbonic acid. Proportions of these substances in the air.

Chlorine and iodine, as compared with oxygen.

Water: its general relation to the atmosphere and earth; its natural states and degree of purity. Sea water, river water, spring water, rain water. Pure water: effects of heat and cold on it; its compound nature; its elements.

Hydrogen: its proportion in water; its chemical and physical properties.

Sulphur, phosphorous, and carbon generally.

Nitric acid, sulphuric acid, carbonic acid, hydrochloric acid their properties and uses.

Alkalies, earths, oxides generally.

Salts: their nature generally. Sulphates, nitrates, carbonates.

Metals generally—iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies; their ultimate composition.

MODERN LANGUAGES.

ENGLISH.

Grammar and Composition.

FRENCH.

Grammar, and translation from French into English.

Additional for Honors and Scholarships.

Rendering of English verse into prose.
Composition.
Fenelon, Dialogues des Morts,
Moliere, Les Fourberies de Scapin.

HISTORY AND GEOGRAPHY

Outlines of English History to present time
" Roman " to death of Nero.
" Grecian " to death of Alexander.
" Ancient and Modern Geography.

Additional for Honors and Scholarships.

Egyptian History to death of Cleopatra.

History of Spain and Portugal in the reign of Ferdinand and Isabella.

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"IV. That in pursuance of the second clause of the eleventh section of the said Grammar Schools Amendment Act, the following gentlemen be appointed a Committee of Examiners for Masterships of County Grammar Schools, namely,—The Head Master of the Normal School; F. W. Barron, Esq., M. A., Principal of Upper Canada College, and the Rev. W. Ormiston, A. B., Second Master of the Normal School."

4. The Grammar Schools Amendment Act will be found in the *Journal of Education* for the present month; and a copy of it will be forwarded to you as soon as it is printed in pamphlet form.

5. As the subject of Text Books, to be used in the Grammar Schools, will shortly engage the attention of the Council of Public Instruction, I will thank you to favor me, as soon as convenient, with a list of the Text Books used in your Grammar School, in teaching the elements of the Greek and Latin Languages, Algebra and Geometry, with such remarks and suggestions on the subject of Text Books as you and the Master your Grammar School may think proper to make. I will also thank you for a copy of any regulations under which your Grammar School has been hitherto conducted.

I have the honor to be, Sir,

Your Obedient Servant,

E. RYERSON,

Chief Superintendent of Schools.

UTILITY OF CLASSICAL STUDIES.

The following episode in a recent speech on the government of India, by the Right Hon. T. B. Macaulay, will be read with interest:

In the concluding passage of it, he replied so eloquently and conclusively to a position taken by Lord Ellenborough, in the House of Lords, in regard to University Education as *disqualifying* young men for the active duties of life,—and his remarks are so pertinent to similar suggestions which we occasionally meet here,—that we copy them in full:

Mr. MACAULAY said: My Right Honorable friend, Sir C. Wood, proposes that all places in the civil service—all admissions to the civil service, shall be distributed among young men *by competition in those studies* (as I understand the plan) *which constitute a liberal British education.* That plan was originally suggested by Lord Grenville, in a speech which, though I do not concur in every part of it, I would earnestly recommend every gentleman to read, for I believe that since the death of Burke, nothing more remarkable has been delivered. Nothing, however, on this point was then done, and the matter slept till 1833, when my friend, Lord Glenelg, the purest and most disinterested of men, proposed the adoption of a plan not altogether framed according to his views, but still a plan which would have introduced this principle of competition. Upon that plan, twenty-nine years ago, I remember speaking here. I ought not to say here, for the then House of Commons was burnt down, and of the audience I then addressed the greater part has passed away. But my opinion on that subject has always been the same. [Hear, hear.]. The bill was passed, but difficulties arose with respect to the enactments I have just referred to, and they were repealed, and the patronage continued to run in the old course. It is now proposed to introduce this principle of competition again, and I do most earnestly entreat this House to give it a fair trial. [Hear.] I was truly glad to hear the noble lord, who proposed the present amendment, express approval of the general principle of that part of the bill. I was glad, but not surprised at it, for it is what I should expect from a young man of his spirit and ability, and recent experience of academical competition. [Hear, hear.] But I must say I do join with the honorable member for Kidderminster, in feeling some surprise at the manner in which that part of the plan has been spoken of by a nobleman of great eminence, once President of the Board of Control, and Governor General of India, and of very distinguished ability as a statesman. If I understand the opinions imputed to that noble lord, he thinks the proficiency of a young man in those pursuits which constitute a liberal education is not only no indication that he is likely in after life to make a distinguished figure, but that it positively raises a presumption that in after life he will be overcome in those contests which then take place. I understand that the noble lord is of opinion, that young men gaining distinction in such pursuits, are likely to turn out dullards, and utterly unfit for the contests of active life, and, I am not sure, that the noble lord did not say that it would be better to make boxing or cricket a test of fitness than a liberal education.

I must say that it seems to me that there never was a fact better proved by an immense mass of evidence, by an experience almost unvaried, than this—that men who distinguish themselves in their youth above their contemporaries in academic competition, almost always keep to the end of their lives the start they have gained in the earlier part of their career. This experience is so vast that I should as soon expect to hear any one question it as to hear it denied that arsenic is poison, or that brandy is intoxicating. Take the very simplest. Take down in any library the Cambridge *Calendar*. There you have the list of honors for a hundred years. Look at the list of wranglers, and of junior optimes, and I will venture to say, that for one man who has in after-life distinguished himself among the junior optimes, you will find twenty wranglers. Take the Oxford *Calendar;* look at the list of first-class men, and compare them with an equal number of men in the third class, and say in which list you find the majority of men who have distinguished themselves in after-life. But, is not our history full of instances which prove this fact? [Hear, hear.] Look at the Church, the Parliament, or the Bar. Look to the Parliament from the times when Parliamentary Government began in this country—from the days of Montagu and St. John to those of Canning and Peel. You need not stop there, but come down to the time of Lord Derby, and my Right Honorable friend the Chancellor of the Exchequer. [Hear, hear.] Has it not always been the case, that the men who were first in the competition of the schools have been the first in the competition of life? [Hear, hear.] Look also to India. The ablest man who ever governed India was Warren Hastings, and was he not in the first rank at Westminster? [Cheers.] The ablest civil servant I ever knew in India was Sir Charles Metcalfe, and was he not a man of the first standing at Eton? The most distinguished member of the aristocracy who ever governed India was Lord Wellesley. What was his Eton reputation? What was his Oxford reputation? [Hear, hear, hear.] But I must mention—I cannot refrain from mentioning—another noble and distinguished Governor General. A few days ago, while the memory of the speech to which I have alluded was still fresh in my mind, I read in the *Musæ Cantabrigienses* a very eloquent and classical ode, which the University of Cambridge rewarded with a gold medal. The subject was the departure of the house of Braganza from Portugal for Brazil. The young poet, who was then only seventeen, described in a very Horatian language and versification the departure of the fleet, and pictured the great Portuguese navigator, Vasco de Gama, and the great Portuguese poet, Camoens, hovering over the armament which was to convey the fortunes of the Portuguese monarch to a new hemisphere; and with pleasure, not altogether unmingled with pain, I read at the bottom of that composition the name of Hon. Edward Law, of St. John's College. I must say I saw with considerable pleasure that the name of Lord Ellenborough may be added to the long list of those distinguished men who, in early youth have, by eminent academical success, given an augury of the distinguished part which they were afterwards to play; and I could not but feel some concern and some surprise, that a nobleman so honorably distinguished in his youth by attention to those studies should, in his maturer years, have descended to use language respecting them which I think would have better become the lips of Ensign Northerton, or the captain in Swift's poem, who says:

"Your Noveds and Bluturchs, and Omurs and stuff,
By George, they don't signify this pinch of snuff;
To give a young gentleman right education,
The army's the only good school in the nation."

[Laughter.] The noble lord seemed, from his speech, to entertain that opinion. [A laugh.]

"My schoolmaster called me a dunce and a fool,
But at cuffs I was always the cock of the school."

[Loud laughter.]

But if a recollection of his own early academical triumphs did not restrain the noble Earl from using this language, I should have thought that his filial piety would have had that effect. I should have thought that he would have remembered how eminently splendid was the academical career of that great and strong-minded magistrate, the late Lord Ellenborough; and, as I have mentioned him, I will say, that if there be in this world a trying test of the fitness of men for the competition of active life, and of the strength and acuteness of their practical faculties, it is to be found in the contests of the English bar. Look at Lord Mansfield, Lord Eldon, Lord Stowell, Sir Vicary Gibbs, Lord Tenderden, and Lord Lyndhurst. Take either the common law or the equity bar. The present Lord Chief Baron was senior wrangler; Mr. Baron Alderson was senior wrangler; Mr. Justice Maule was

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senior wrangler; Mr. Baron Parke was eminently distinguished at the university for his mathematical and classical attainments; Mr. Baron Platt was a wrangler; and Mr. Justice Coleridge was one of the most eminent men of his time at Oxford. Then take the equity bar. The Lord Chancellor was a wrangler; Lord Justice Sir George Turner was high in the list of wranglers; all the three Vice-Chancellors were wranglers; Sir Lancelot Shadwell was a wrangler, and a very distinguished scholar; my friend, Sir James Parker, was a high wrangler, and a distinguished mathematician. Can we suppose that it was by mere accident they obtained their high positions? Is it possible not to believe that these men maintained through life the start which they gained in youth? And is it an answer to these instances to say that you can point—as it is desirable you should be able to point—to two or three men of great powers, who, having neglected the struggle when they were young, have afterwards exerted themselves to retrieve lost time, and have sometimes overtaken and surpassed those who had got far in advance of them? Of course, there are such exceptions. Most desirable is it that there should be, and that they should be noted, in order to encourage men who, after having thrown away their youth, from levity or love of pleasure, may be inclined to throw their manhood after it, in despair; but the general rule is beyond all doubt, that which I have laid down. It is this—that those men who distinguish themselves most in academical competition, when they are young, are the men who, in after life, distinguished themselves most in the competition of the world.

THE GREEK AND LATIN AUTHORS COMPARED.

The following eloquent passage is from Sir Edward Bulwer Lytton's address before the Associated societies of the Edinburgh University:

"Dignity and polish are the especial attributes of Latin literature in its happiest age; it betrays the habitual influence of an aristocracy, wealthy, magnificent, and learned. To borrow a phrase from Persius—its words sweep long as if clothed with the toga. Whether we take the sonorous lines of Virgil, or the swelling periods of Cicero, the easier dignity of Sallust, or the patrician simplicity of Cæsar, we are sensible that we are with a race accustomed to a measured decorum, a majestic self-control, unfamiliar to the more lively impulse of small Greek communities. There is a greater demarcation between the intellect of the writer and the homely sense of the multitude. The Latin writers seek to link themselves to posterity rather through a succession of select and well bred admirers than by cordial identification with the passions and interests of the profane vulgar. Even Horace himself, so brilliant and easy, and so conscious of this *monumentum are perennius*, affects disdain of popular applause, and informs us with a kind of pride that his satires had no vogue in the haunts of the common people. Every bold school-boy takes at once to Homer, but it is only the experienced man of the world who discovers all the delicate wit, and the exquisite urbanity of sentiment, that win our affection to Horace in proportion as we advance in life. In short, the Greek writers warm and elevate our emotions as man— the Latin writers temper emotions to the stately reserve of high-born gentlemen. The Greeks fire us more to the inspirations of poetry, or (as in Plato and parts of Demosthenes) to that sublimer prose to which poetry is akin; but the Latin writers are perhaps on the whole, though I say it with hesitation, safer models for that accurate construction and decorous elegance by which classical prose divides itself from the forms of verse. Nor is elegance effeminate, but on the contrary nervous and robust, though, like the statue of Apollo, the strength of the muscle is conceded by the undulation of the curves. (Applause.) But there is this, as a general result from the study of ancient letters whether Greek or Roman: the both are the literature of grand races, of free men and brave hearts; both abound in generous thoughts and high examples; both, whatever their occasional license, inculcate upon the whole the habitual practice of many virtues; both glow with the love of country; both are animated by the desire of fame and honor. Therefore, whatever be our future profession and pursuit, however they may take us from the scholastic closet, and forbid any frequent return to the classic studies of our youth, still he, whose early steps have been led into that land of demi-gods and heroes, will find that its very air has enriched through life the blood of his thoughts, that he quits the soil with a front which the Greek has directed towards the stars, and a step which imperial Rome has disciplined to the march that carried her eagles round the world." (Loud applause.)

Miscellaneous.

EDUCATE THE PEOPLE.

The principal object to be kept steadily in view, in the promotion of the cause of popular education, is to impress on the mind of the whole people a proper sense of its importance. The parent should consider it as the well-spring of happiness for his children; and the citizen should regard it as the source of prosperity of the State. When the parent looks up to the highest offices of the country, and is dazzled with the honors, emoluments, and influences of official power; when he contemplates those distinguished characters in the world's history, who rise from, and tower above, the great mass of mankind, and almost hopelessly covets, for his offspring, the same life of illustrious virtue, let the words of encouragement be to him, *Educate your children*, and there is no honor, or office, to which they may not aspire!

If, when feeling the distress of poverty, he looks with envy upon the comforts of those who revel in the fancied enjoyments of wealth,—or if, when shut out from those intellectual pleasures which Knowledge opens to her votaries, he repines at the hard fate to which ignorance has consigned him, the reflection, that, by the *education of his children*, he is providing for the well-being of those, who are of him, and are to live after him, will be to him, at once, a solace in his distress, and a source of unalloyed enjoyment.

The citizen often complains of the enactment of unwise and unwholesome laws, and of the want of proper remedial measures for the protection of the interests of society. He alleges, and sometimes not without reason, that his rights have been sacrificed by the incapacity of a jury. The answer to him should be,—*Educate the people.* Jurors will then become virtuous and intelligent, and the conflicting rights of individuals will be adjudged according to the law and the evidence.

Smarting under the disappointment of political defeat, he sometimes inveighs against the institutions of his country, and affects to doubt the capacity of man for the duty of self-government. Let the reply to this complaint be,—*Educate the people!* They can then perform their governmental duties according to the design of the framers of the Constitution, and improvement will succeed improvement, as the people progress in intelligence and virtue.

Fears are, at times, entertained by him, that the rapid influx of a foreign population, ignorant of our laws and hostile to our institutions, may debase our morals and overthrow our government. Law may, perhaps, delay, and even prevent such a catastrophe; but, in the education of the people, a barrier is erected, against which the waves of foreign ignorance and vice may break and foam in vain.

Let views of this kind be so thoroughly impressed upon the popular mind, that men shall proceed to act upon a conviction of their truth, and we shall soon behold a change in the education of the rising generation. The people will then unite with interest in the formation of the youthful character. The means of education will be increased, "books which are books" will be furnished, as food for the mind, the zeal of the teacher will be quickened by encouragement, his character will be elevated, and those persons who have hitherto stood aloof from this field of labor, will commence, with a new energy, in the work of usefulness.—*Ninth Report of Mass. Board of Education.*

It is better to throw a guard about the baby's cradle than to sing a psalm at a bad man's death bed; better to have a care while the bud is bursting to the sun than when the heat has scorched the heart of the unguarded blossom.—*Sterne.*

SOLEMN THOUGHT.

We see not, in this life, the end of human actions: their influence never dies: in ever widening circles, it reaches beyond the grave. Death removes us from this to an eternal world. Every morning, when we go forth, we lay the moulding hand on our destiny; and every evening, when we have done, we have left a deathless impress upon our character. We touch not a wire but vibrates in eternity: we speak not a word, we have not even a thought, which is not reported at the throne of God. Let youth, especially, think of these things; and let every one remember that in this world, where character is in its forming state, it is a serious thing to think, to speak, to act.—*Ohio Journal of Education.*

RECEIPT FOR MAKING COMPOSITION BLACK-BOARD ON THE WALLS OF SCHOOL ROOMS.

For 20 square yards of wall:—take 3 pecks of Masons' Putty; 3 ditto of clean sand; 3 ditto of ground plaster; 3 pounds of lamp-black, mixed with 3 gallons of alcohol.—*Note:*—The alcohol and lamp-black must be mixed before it is put into the plaster. This sort of Black-board is in use in the Normal and Model Schools, Toronto, and has in every respect answered the purpose admirably. A cloth or lamb-skin wiper should be used to clean the black board. A narrow trough should also be placed below the black board to receive the chalk and wiper.

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RECREATION NECESSARY TO HEALTH.

It is generally recognised and admitted that deprivation of air and exercise is a great evil: but it is not so well known that abstinence from occasional recreation or amusement is also an evil of no slight magnitude. It is, however, a primary law of the economy that no organ can maintain its integrity without regular recurrent periods of activity and rest. In the case of the muscular system, if any muscle or set of muscles ceases to be used, it wastes and disappears; but if it be used too much it becomes strained and loses its power. It is the same with the nervous system: if the brain be never exercised, its energy is impaired; but if it be over-exercised, its energy is exhausted. If, when a person takes a very long walk, he returns home fatigued, and finds that his muscles are temporarily thrown into a wrong or disordered condition; and if he continues this process of fatiguing himself every day, after a certain time he becomes thoroughly knocked up, ill, and incapable of undergoing a common amount of exertion. So it is with the brain. If an individual keep his attention upon the stretch for ar undue number of hours, he experiences, at the expiration of his task, brain-fatigue, loss of mental power, and a sensible necessity for rest; and if this individual persevere, day after day, month after month, year after year, in subjecting his brain, without intermission or repose, to extreme fatigue, he will be setting up a peculiar state, which is, unhappily common in these times, and is known by the name of congestion of the brain. The activity of any organ causes a flow of blood towards itself. If a person raise his arm by the action of the deltoid muscle, that action or contraction of the muscle produces a determination of blood to its interior; and if a person think, the act of thought causes a flow of blood to the brain; but if a person think intently, this flow of blood is often very perceptible, for the head becomes hot, and a sensation of throbbing about the temples, or in the head itself is experienced. Now, when a man undergoes too much brain work, a constant and considerable flow of blood to the head occurs, which may become chronic or permanent, and produce that condition which is called determination of blood to the head—a condition which not unfrequently ends in apoplexy or paralysis. Congestion of the brain is one of the most prevailing diseases that torture humanity.—*Journal of Health.*

"THE LONDON TIMES"

The London correspondent of the Boston Post, gives the following information relative to the Times newspaper:

It may seem very strange to an American that no other newspaper in England, none other in fact in Europe, can bring to its support an array of talent at all comparable to the Times; but it is nevertheless true. Other newspapers may receive the highest government patronage, may be supported by all the strength of public sentiment, may enlist the cleverest men of the age as their contributors, may be backed by an almost exhaustless amount of capital, and be conducted by the most sagacious men of the land, but they fail both to come up to the standard of the Times, and to command in an equal degree the public attention. How long this pre-eminence may be held by that paper, it is impossible to conjecture. As everything human is mutable, the day will probably come when the proud position it occupies will be disputed by successful rivals; but to all appearance that day is far off. Its corps of editors, of reporters, of foreign and domestic correspondents and of managers, constitute an army—not one individual of whom ever acknowledges his connection with that paper. It is often whispered at public dinners and other gatherings, that such and such a person connected with the Times is present, but the individual who will confess to the soft impeachment is never found. The *stat nominis umbra* of the editor of the Times is as impenetrable as the author of Junius. It is said that no one person claims that position—that its leaders are written for a stipulated sum by men who never enter its sanctum—and that more communications from the first writers of Great Britain are rejected from its columns than are furnished for all the other papers and periodicals in the kingdom.

OBJECT OF COLLEGIATE EDUCATION.

The main features of the collegiate system appear to be a substratum, required alike of all, formed by the contemporaneous study of the ancient classics, (the latin and the greek languages and their literature,) and of mathematics; to which a provision is made for adding, with some variety according to circumstances, a knowledge of the sciences successively drawn on resources, wholly unforeseen. Facts developed, and of their applications to the useful purposes of life.

All knowledge, like the bays and inlets of the ocean, is connected and dependent; and the stress of an occasion may, at any time, require us to lean on points of support, and two of this kind are of daily occurrence among the elevated walks and stirring scenes of life. A thorough college training, other things being equal, will enable its possessor, placed in such contingencies, to outstrip his competitors, who have not that training; he will have confidence in his own resources and feel the consciousness of power:—furnished generally for self-mastery, with elevated tastes and aspirations, he appears *a man*, and difficulties and men give way before him. All subjects in Education are instruments, not *ends;* and their value is to be estimated by their bearing, first and mainly, *on education;* and through that chiefly on practical life. It might be difficult, in some cases, to say what particular portions of college studies have remained to be of direct use in the business of life: but there is *something* left, the fruit of them, which *is* of direct use,—viz., the ability and habit of applying the mind vigorously and successfully in any direction to which the business of life may call,—acuteness and energy on the one hand, refinement and grace on the other. Could any result be more practical, more directly useful?

The proper object of collegiate education is the knowledge of principles and causes,—rather than of facts, which belongs to a specific education. The one is fundamental to the other. If the foundation be broad, deep and substantial, the superstructure, whatever its specific designation is secure. Professional education, commencing its adventurous career at the point where the college curriculum has completed its functions, can be rendered as specific and definite as we wish, and fficient to so me purpose. And here is the true point of divergence The college suits all alike, affording the substratum which all intellectual pursuits require. To limit its usefulness to what are called learned professions, those of law, medicine, and theology, is but tacitly confessing that other professions are not intellectual, and require no high exercise of mind. So weak and shallow an imputation this busy age will not even stop to refute or consider; and even its haste and enterprise, so eager for tangible and immediate results, cannot wholly overlook the genial and productive influence of superior preparation in all the active departments of life.—*Rev. Dr. Manly, President of Alabama University.*

USES OF FAIRY LITERATURE.

It would be hard to estimate the amount of gentleness and mercy that has made its way among us through these slight channels. Forbearance, courtesy, consideration for the poor and aged, kind treatment of animals, the love of nature, abhorrence of tyranny and brute force—many such good things have been first nourished in the child's heart by this powerful aid. It has greatly helped to keep us, in some sense, ever young, by preserving through our worldly ways one slender track not overgrown with weeds, where we may walk with children, sharing their delights. In an utilitarian age, of all other times, it is a matter of great importance that Fairy tales should be respected. To preserve them in their usefulness, they must be as much preserved in their simplicity and purity, and innocent extravagance, as if they were actual fact. Whosoever alters them to suit his own opinions, whatever they are, is guilty to our thinking, of an act of presumption, and appropriates to himself what does not belong to him.—*Household Words.*

BREAKING THE RULES OF SCHOOL.

Three brothers are confined in the Ohio Penitentiary, two for seven years, and one for three. They, with others, had formed a secret society for the purpose of carrying on a regular business in housebreaking, the plan of which was found in their pockets when they were arrested.

Now it is well for every boy to know what the *apprenticeship* of such a business was, and let him mark it seriously. *They began lawbreaking by violating and defying the just rules of school.*

CAPITAL FOR THE YOUNG.

It is a consolation for all right minded young men in this country, that though they might not be able to command as much pecuniary capital as they would wish to commence business themselves, yet there is a moral capital which they can have, that will weigh as much as money with those people whose opinion is worth having. And it does not take a great while to accumulate a respectable amount of this capital. It consists in truth, honesty and integrity; to which may be added, decision, courage and perseverance. With these qualities there are few obstacles which cannot be overcome. Friends spring up and surround such a young man as if by magic. Confidence flows out to him, and business accumulates on his hands faster than he can ask it. And in a few short years such a young man is far in advance of many who started with him, having equal talents, and larger pecuniary means; ere long our young friend stands foremost, the honored, trusted and loved. Would that we could induce every youthful reader to commence life on the principle that moral capital is the thing after all.

IGNORANCE VS. KNOWLEDGE.—Ignorance pays such a tax that we can't imagine how any body can afford to be a blockhead. McCracken works for a dollar a day, while Spring, his neighbour, commands 20 shillings. A wide difference, and all caused by Spring's knowing how

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to rea', write and cipher.—From these figures it will be seen that McCracken's want of knowledge costs him four hundred dollars a year—which shows that ignorance costs him more than his wife and children, house rent inclusive.—*N. Y. Dutchman.*

TEACH CHILDREN TO HELP THEMSELVES.

The thoughtless Mother who hourly yields to the requests—"Mamma, tie my pinafore," "Mamma, button my shoe," and the like, cannot be persuaded that each of these concessions is detrimental; but the wiser spectator sees that if this policy be long pursued, and be extended to other things, it will end in hopeless dependency. The teacher of the old school who showed his pupil the way out of every difficulty, did not perceive that he was generating an attitude of mind greatly militating against success in life. Taught by Pestalozzi, however, the modern instructor induces his pupil to solve the difficulties himself; believing that in so doing, he is preparing him to meet the difficulties which, when he goes into the world, there will be no one to help him through; and finds confirmation for this belief, in the fact, that a great portion of the most successful men are self made.

Herbert Spenser.

Worthy of Imitation.—"Not long since," says a correspondent of the *New York Teacher*, "we were conversing with a prominent teacher, and sought to detain him a little longer than his business seemed to warrant. I cannot stop now, 'said he,' 'I must be at my schoolroom.' 'Are you always thus prompt?' we inquired. 'Yes,' said he, 'and that is the best way I know of to teach my pupils to be always in time. I have not been a moment behind the time in commencing my school in two years, and during the six years I have been a teacher, I have never lost fifteen minutes, all told, from my school-room by being late.' As he left us we thought we had discovered *one reason*, at least, why our friend was a successful teacher."

The progress of knowledge is slow. Like the sun, we cannot see it moving; but after a while we perceive that it has moved, nay, that it has moved onward.

The American Character.—I cannot tell whether I rightly know the American character, but of this I am certain, that what I do know of it is more beautiful and more worthy to be loved than any other that I am acquainted with in the world. Their hospitality and warm-heartedness, when their hearts are once warmed, are really overflowing, and know no bounds. And as some travellers see and make a noise about their failings, it is very well that there should be somebody who, before any thing else becomes acquainted with their virtues. And these failings of theirs, as far as I can yet see their national failings, may all be attributed principally to the youthful life of the people. In many cases I recognize precisely the faults of my own youth—the asking questions, want of reflection, want of observation of themselves and others, a boastful spirit and so on. And how free from these failings, and how critically alive to them are the best people in this country. America's best judges and censors of manners are Americans themselves.—*Fredrika Bremer.*

Wedding Rings.—The singular custom of wearing wedding rings appears to have taken its rise among the Romans. Before the celebration of their nuptials, there was a meeting of friends at the house of the lady's father, to settle the articles of the marriage contract, when it was agreed that the dowry should be paid down on the wedding day or soon after. On this occasion there was commonly a feast, at the conclusion of which, the man gave to the woman a ring as a pledge, which she put on the fourth finger of her left hand because it was believed that there was a nerve reaching from thence to the heart; and a day was then fixed for the marriage.

Ridicule.—The talent of turning men into ridicule, and exposing to laughter those one converses with, is the gratification of little minds and ungenerous tempers. A young man with this cast of mind, cuts himself off from all manner of improvement.—*Addison.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Advantages of our Common School System.—The writer of a recent political letter in one of the Toronto daily papers thus refers to the grand characteristic of our Common School System. May it long be distinguished as the oasis in our civil society where the patriotic of every party can congregate and where the youth of every creed can slake their intellectual thirst in peace and harmony:—"One great advantage of the common school system, and with many it is the only one which obtains for it their support, is that it brings the different classes of the community, without regard to creed or other adventitious distinctions, together; and thereby creates among the pupils a community of feeling and sentiment which could not otherwise be obtained, and which must hereafter be of the most signal advantage to the country."

STATE OF EDUCATION IN LOWER CANADA.

A document of considerable interest has been lately published on the subject of Education. It is a set of Statistical Tables, drawn up by Dr. Meilleur, the Chief Superintendent of Education in Lower Canada for the year 1853. The exhibit is in the highest degree gratifying, and shows that education in that part of the Province is in steady progress, and that the "habitans," as a class are likely to come up to their due place in the national attainments on this head.

The particulars furnished under their separate heads in these tables show that there are 2,352 Educational Institutions, giving instruction to 108,284 young persons. Of these Institutions, 2,114 are primary schools, 67 model, 53 marked as "Principal" Girls' Schools, 19 Academies or Educational houses, preparatory to a clerical course, 14 Classical Colleges, and 44 Convents. There are also 85 Independent Schools. The relative numbers of the pupils as found among these various Institutions is as follows:—The Primary Schools contain 92,275; the Model, 3,524; the Principal Girls' Schools 3,041: the Academies, 1,169 the classical Colleges, 2,110; the Convents, 2,786; and the Independent schools 4,923. The Tables also exhibit the relative progress of all these pupils: the number of the A. B. C. classes —viz, those who can know their letters familiarly is 55,331, more than one half the whole number; those who read well, 27,867, considerably above a quarter of the number of scholars. Of those able to write we consider the number astonishingly large, being 50,072, or nearly one-half of the whole number of pupils; little less than the whole number of A. B. C. darians, and nearly *double* the number of those who can *read well!* The ambition of writing must be unprecedentedly great in that division of the Province, and it seems difficult to account for these disproportions. In Simple Arithmetic there are 18,281; in Compound—that is, we presume, those past the five elementary rules—12,448; in Geography 12,185; and in History 6,738; Grammar, French, 15,353; and English 7,066—a proportion not discreditable to the latter when the difference in the respective populations is considered. The whole number knowing the analysis of speech is stated at 4,412 which would seem to show that the advancement in grammar is not great, when we consider that the Academies furnish 1,169, and the Model Schools 3,524. The number of male teachers in all the schools is 808, and of the female 1,402—together 2,212 or about 50 to each teacher. The amount of grants is collectively £27,434 18s. 6d. and the amount of contributions £41,462 1s. This last is independent of fuel and of teacher's board generally furnished, and which, it is supposed, carry the contributions virtually to the value of not less than £50,000.

In relative progress in this over the former year we find the Educational Institutions taken together have increased by the number of 75; in the number of scholars the augmentation is 10,792.

The Chief Superintendent speaks in terms of strong confidence of the aspect of the cause of Education in Lower Canada, in which we feel sure he will be joined by every well wisher to the country whatever may be his political party or religious distinction.—*Leader.*

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The Duke of Wellington has announced his intention to give annually a gold medal of his father, as a reward for historical proficiency in the Norwich Grammar School....The vicar of Newcastle-upon-Tyne has proposed a scheme for building ten new schools in that town, at a cost of £20,000. The proposal has been adopted at a large public meeting, at which the vicar announced that the Bishop of Durham had promised a subscription of £250, and that some other sums had been collected; and as they might probably expect about £7,000 from the Privy Council, there would be £12,000 required to be raised by voluntary contributions.....Lord Palmerston, the versatile and indefatigable home secretary has lately caused the following characteristic letter to be addressed to the Secretary of the Privy Council Committee on Education:—"Sir,—I am requested by Viscount Palmerston to request that you will submit to the Committee of Council on Education,

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for their consideration, that one great fault in the system of instruction in the schools of the country *lies in the want of proper teaching in the art of writing*. The great bulk of the middle and lower orders write hands too small and indistinct, or do not form their letters; or they sometimes form them by alternate broad and fine strokes, which make the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use; and Lord Palmerston would suggest that it would be very desirable that the attention of schoolmasters should be directed to this subject, and that their pupils should be taught rather to imitate broad printing than fine copperplate engraving.—I am, &c. A. WADDINGTON.—Whitehall, May, 24." This is a fit pendant to Lord Ashburton's lecture on the need for teaching "common things."

UNITED STATES.

MONTHLY SUMMARY

An eminent merchant of New York, Mr. Cooper, proposes to erect at his own cost an institution in that city, to be called the "Cooper Institute," and to be devoted to the promotion of science and art among all classes of the citizens. Cooper's proposed outlay for the Institute will amount to $500,000 Such instances of noble generosity now becoming frequent in the Republic are only equalled by that of a Gresham, an Owen or a Wandesford in England, and are worthy of admiration and imitation in Canada....The legislature of Connecticut has concurred in a resolution to appropriate $10,000 of the public funds in aid of the Wesleyan University in that State, provided the proposed endowment of $90,000 be raised by subscription by the friends of the institutions, thus increasing the contemplated endowment to $100,000....The Colleges in the United States number 120; of these 16 are under the direction of the Baptists; 7 are Episcopalian; 13 are Methodist; 11 are Roman Catholic; while in most of the remainder the religious sect having control, is either Presbyterian or Congregationalist. These 120 colleges have 1,000 professors,and about 11,700 students. In the New England Colleges last year, there were 2,163 students, of whom about one-sixth were reported as preparing to become clergymen.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The Rev. Dr. O'Meara, of Mohnatooahneng, Lake Huron, has just completed a translation of the New Testament into the Language of the Ojibwa Indians, under the patronage of the Christian Knowledge Society of London....The Rev. Dr. Ryerson, of Canada, has been elected a corresponding member of the New York Historical Society....Chevalier Bunsen, who has long been distinguished in England for his Literary, as much as for his diplomatic abilities, has recently resigned the post of Prussian Ambassador, into the hands of his Sovereign. Pro-Russian intrigue, at Berlin, is stated to be the cause of this step....Electrical communication has been effected between the Observatory of Paris, with that of the Observatory of Greenwich....Lamartine has lately been engaged in writing a series of Biographical Sketches of all the eminent characters that have appeared.... Madam Sontag, the celebrated Singer, died on the 16th of June, from an attack of Cholera, while on her way from the City of Mexico, to Vera Cruz. ...."The Storm Birds" is the name of a collection of vigorous songs, which have just appeared in Stockholm. One of them is entitled "Sir Charles Napier;" it is full of energy....A French inventor has contracted for the erection of a large hydraulic machine at the Crystal Palace, by which 1,000 pints of tea and coffee may be made per hour. The hot water will be supplied by a steam engine outside the building....The Earl of Rosse (celebrated as the author of the monster telescope), who has been president since 1848, when he succeeded the late Marquis of Northampton, will resign his office at the ensuing anniversary of the Royal Society, in November next; and Lord Wrottesley, who enjoys a very extensive astronomical reputation, and has already acted as one of the Society's vice-presidents, will be put in nomination as Lord Rosse's successor....One column of advertising in the London Times is worth £6000 a year to the proprietors. The surplus profits of the Times, are £60,000 a year, sterling....A French Steamer is being fitted out in the port of Varna, for the purposes of scientific inquiry: for English and French interests alike demand such a scientific examination of the Euxine. The tides, currents and winds which prevail there, are to be carefully observed and noted down, the charts, with the rocks, shoals, and other impediments to the navigation.... Mr. Layard's ancestors emigrated from France. His father filled for many years a high judicial post in Ceylon, and largely contributed to the propogation of Christianity in that island; his grandfather Dr. T. Layard, Dean of Bristol, was one of the most eminent of English Philologists.

The Rev. Prof. F. D. Maurice, Chaplain of Lincoln's Inn, London, whose writings and social efforts have of late attracted so much attention, owing to his recent dismissal from King's College, commenced a series of lectures on "Learning and Working," the object of which, from the syllabus, is to insist on the necessity for adult education, in connection with the explanation of a plan for the formation a Working Man's College....The Rev. Hugh Stowell, of Manchester, has brought out a series of lectures on the character of Nehemiah, devoted to the far too rarely handled theme of the relation between religion and business....From the pen of the Rev. James Smith, M. A. the editor of the *Family Herald*, we have a large volume on the "The Divine Drama of History and Civilization," an elaborate exposition of the philosophy and facts of universal history, from a novel point of view, and displaying great research and eloquence....His brother, Dr. R. Angus Smith, of Manchester, the well-known Chemist, has also re-printed, from the Memoirs of the Literary and Philosophical Society of Manchester, an essay "On some ancient and modern ideas of sanitary economy," full of curious and well applied lore, and, though brief in its compass, most suggestive reading to the friend of sanitary reform....The application of "Chemistry to common life," is one of the chief facts in the history of the science, and Professor Johnston's series of tracts on that subject, (published by Messrs. Blackwood, of Edinburgh,) is re-printed by Appleton and Co., of New York ....The Bible presented by George Fox to the Swarthmore Meeting-house, near Ulverstone, and long chained to the reading-desk, is about to be restored to its place, after having for some time been in private hands. The Swarthmore Meeting-house was the first place of worship erected by the Quakers. ....A gentleman is preparing to publish an illustrated memorial of the poet of Royal Mount, to be called "Wordsworth's Wild Flowers." The work will extend to about sixty pages of letter press, and will be illustrated with four coloured engravings of groups of the flowers mentioned in Wordsworth's poems, an engraving of Royal Mount, and a fac-simile of the poet's autograph....Messrs. Kerr, Binns, and Co. have manufactured a perfect fac-simile of the "Shakspere jug." It is of cream coloured earthenware, ten inches high, and sixteen inches around the largest part. The exterior is divided longitudinally into eight compartments, each horizontally subdivided, and within these the principal deities of the Grecian Mythology, are represented in rather bold relief. Jupiter and Juno, Bacchus, Diana, Mercury, Apollo, Mars, &c. are all plainly distinguishable by their thrones and chariots, and characteristic attendants. The jug is well executed, and its descent from Shakspere's possession is said to be established in a pamphlet which has been issued by the manufacturers.... There was a large attendance of booksellers at the Crystal Palace the other day, bargaining for space, and very hard bargains the directors drove with them, £100 being asked for a miserable little stall....A society has been formed in London, under the presidency of the Earl of Shaftesbury, "for the diffusion of pure literature among the people." It is not the purpose (says the prospectus) of the committee to publish, but to countenance and actively support the various excellent periodicals now existing, and of which a supply can be found at the depôt....So heavily is the dearness of paper pressing upon the large London daily newspapers that the proprietors of a leading metropolitan journal have offered, through Messrs. Smith and Son, the well-known news-agents, of the Strand, £1000 reward to any person who shall first succeed in inventing or discovering the means of using a cheap substitute for the cotton and linen materials now used by paper-makers....In Russia, there are this year in course of publication ninety-five newspapers, and sixty-six magazines and periodicals, devoted to the proceedings of learned societies. Of these, seventy-six newspapers and forty eight magazines are in the Russian language; fifteen newspapers and ten magazines in German; two newspapers and six magazines in French; three newspapers in English; one newspaper in Polish; and one in Latin; two newspapers in Georgian; and two in Lettish; also, three newspapers in Russian and German, and two in Russian and Polish, In St. Petersburg, twenty-six newspapers and forty-two magazines are published in the languages above mentioned. Of the different news-papers in the Russian language published in St. Petersburgh, one resembles the French *Moniteur*, and publishes a collection of the laws and orders of the Government twice a week. Another publishes the decrees and decisions of the imperial

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senate. A third deals in light literature, with a sparing admixture of politics.—The *Russian Invalid* which told the tale of the loss of the Tiger, the other day, is a daily military newspaper. There is a government paper which appears once a week; and another which is published daily. There are also mining journals, trade journals, farming journals, and a "Finger-post to the police of St. Petersburg....The number of newspapers and periodicals published at Berlin at present is 103. Of the political journals 45,450 copies are struck off, and 21,282 of them are subscribed for at Berlin. There is one journal for every nineteen of the population

Origins of Names of American States.—Maine, so called in 1638, from the province of Maine in France, of which Queen Henrietta Maria was then proprietor. New Hampshire, bought by the Plymouth Company from Capt. Masson, received its name of "Hampshire," from that County in England, of which Captain Masson was Governor. Vermont, so called by its inhabitants in their declaration of independence, Jan. 16 1777—Ver Mont. Massachusetts, from a tribe of Indians inhabiting the neighbourhood of Boston: the meaning of the word is "Blue Mountains." Rhode Islands, so named in 1044, after the Island of Rhodes in the Mediterranean. Connecticut, the Indian name of the principal river in that state. New York, after the Duke of York and Albany, to whom the territory had been conceded. Pennsylvania, in 1681 after Mr. Penn. Delaware, in 1703, from the bay of that name, on the shores of which this state is situate and where Lord Delaware died. Maryland, after Queen Henrietta Maria, wife of Charles I., in Annals of Parliament, of June 30, 1632. Virginia, so named in 1584, after Queen Elizabeth. Carolina, so called by the French in 1564, in honour of Charles IX. Georgia, in 1772, after George III. Alabama, 1817, from the principal river traversing that state. Mississippi, in 1800, from its affluents and western borders: Mississippi, in Indian language, means a river formed of several rivers. Louisiana, so named in honour of Louis XIV. Tennessee, 1796; Kentucky, 1782; Illinois, 1809, from their principal rivers—Illinois, in the language of the Indians, means River of Men. Indiana, 1802, from its American Indian population. Ohio, 1802, from the name of its southern frontier. Missouri, 1821, from the river. Michigan, 1803, from the name of its lake. Arkansas, 1819, from its principal river. Florida, so named in 1572, by Juan Ponce de Leon, because its shores were discovered on a Palm Sunday, or "Pâques Fleuri."

The Crystal Palace of Sydenham, was opened by the Queen, with great pomp on the 10th of June. The following address, explanatory of the object in view, was presented to her Majesty.

"This undertaking, the inauguration of which your Majesty this day honours with your presence, originated in the wish to carry out the grand idea of the Great Exhibition of 1851. Private enterprise, appealed to in the interests of civilization, supplied the funds. The men whose names had acquired European celebrity in connection with the Crystal Palace of 1851, placed their services at the disposal of the directors in their respective departments. The enlightened patronage of royalty, the sympathy and support of public opinion, the generous co-operation of distinguished men in science and art, urged on the undertaking, and impressed it with a national character. The liberality of foreign governments threw open every museum, and afforded facilities never before known for acquiring a complete series of the finest works of ancient and modern art.

"Thus aided and encouraged, the original idea expanded into wider dimensions. It was resolved to attempt the creation of a palace and park which should be at once a fitting ornament of the greatest metropolis of the civilized world—an unrivalled school of art and instrument of education, and a monument worthy of the age and of the British Empire.

"With these views the directors embraced three leading objects in their undertaking—amusement and recreation, instruction, and commercial utility.

"The first object was sought to be attained by the creation of a new Crystal Palace, far exceeding the original structure of 1851, in dimensions and in architectural effect—of a terraced garden and park on a scale of magnificence worthy of the Palace—and of a system of fountains and waterworks surpassing anything which the world has yet witnessed.

"The educational object embraces a complete historical illustration of the arts of sculpture and architecture from the earliest works of Egypt and Assyria down to modern times; comprising casts of every celebrated statute in the world, and restorations of some of its most remarkable monuments.

"In science, geology, ethnology, zoology, and botany, receive appropriate illustrations; the principle of which, has been to combine scientific accuracy with popular effect, and in its ultimate development the directors are bold enough to look forward to the Crystal Palace of 1854, becoming an illustrated encyclopædia of this great and varied universe, where every art and every science may find a place, and where every visitor may find something to interest, and be taught through the medium of the eye to receive impressions, kindling a desire for knowledge, and awakening instincts of the beautiful.

"Combined with art and science, industry receives its due representation. The Industrial Exhibition is based on principles of commercial utility, taught by the experience of the Great Exhibition of 1851. The advantage to national interests of a place where the best products of different industries and localitities could be seen and appreciated, was no less manifest than the importance to individual producers of such an unrivalled means of publicity, and the conveniences to buyers and sellers of such a world's fair for the exhibition and inspection of goods, and the transaction of mutual business."

Description of the New Crystal Palace at Sydenham.

"The building above the level of the floor is entirely of iron and glass with the exception of a portion at the north front, which is panelled with wood. The whole length of the main building is 1,608 feet, and the wings 574 feet each, making a length of 2,756 feet, which, with the 720 feet in the colonnade, leading from the railway station to the wings, gives a total length of 3,476 feet; or nearly three-quarters of a mile of ground covered with a transparent roof of glass. The length of the Hyde-park building was, 1,848 feet, so that, including the wings and colonnade, the present structure is larger than its predecessor by 1,628 feet; the area of the ground floor, including the wings, amounts to the astonishing quantity of 598,396 superficial feet; and the area of gallery flooring of building and wings to 245,260 superficial feet, altogether 843,656 superficial feet. In cubic contents the Palace at Sydenham exceeds its predecessor by nearly one-half. The width of the nave or main avenue is 72 feet, which is also the width of the north and south transepts, and the height of all three from the floor to the springing or base of the arch, is 68 feet; the height from the flooring to the crown or top of the arch being 104 feet, just the height of the transept of the old building. The length of the north and south transepts is 336 feet respectively. The length of the central transept is 384 feet; its width 120 feet; its height from the floor to the top of the louvre, or ventilator, 168 feet; from the floor to the springing of the arch, 108 feet; and from the garden front to the top of the louvre, 208 feet, or six feet higher than the Monument of London.

"The flooring consists of boarding one inch and a-half thick, laid as in the old building, with half-inch openings between them, and resting on joists, placed two feet a-part, seven inches by two and a-half inches thick These joists are carried on sleepers and props eight feet apart. The girders which support the galleries and the roofwork, and carry the brick arches over the basement floor, are of cast-iron, and are 24 feet in length. The connections between the girders and columns are applied in the same manner as in the building of 1851. The principle of connection was originally condemned by some men of standing in the scientific world; but experience has proved it to be sound and admirable in every respect. The mode of connection is not merely that of resting the girders on the columns, in order to support the roofs and galleries; but the top and the bottom of each girder are firmly secured to each of the columns, so that the girder preserves the perpendicularity of the column, and secures lateral stiffness to the edifice. Throughout the building the visitor will notice, at certain intervals, diagonally placed, rods connected at the crossing, and uniting column with column. These are the diagonal bracings, or the rods provided to resist the action of the wind; they are strong enough to bear any strain that can be brought to bear against them, arnd are fitted with screwed connections and couplings, so that they can be adjusted with the greatest accuracy....The roof, from end to end, is on the Paxton ridge-and-furrow system, and the glass employed in the roof is 1-18th of an inch in thickness (21 oz. per foot). The discharge of the rain water is effected by gutters, from which the water is conveyed down the inside of the columns, at the base of which are the necessary outlets leading to the main drains of the building....The first gallery is gained from the ground floor by means of a flight of stairs about 23 feet high; eight such flights being distributed over the building. This gallery is 24 feet wide, and devoted to the exhibition of articles of industry. The upper gallery, is 8 feet wide, extending, like the other, round the building; it is gained from the lower gallery by spiral staircases, of which there are ten. Round this upper gallery, at the very summit of the nave and transepts, as well as round the ground floor of

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the building, are placed louvres, or ventilators, made of galvanised iron.... by the opening or closing of these louvres—a service readily performed—the temperature of the Crystal Palace is so regulated, that on the hottest day of summer, the dry parching heat mounts to the roof to be dismissed, whilst a pure and invigorating supply is introduced at the floor in its place, giving new life to the thirsty plant, and fresh vigour to man.

"The total length of columns employed in the construction of the main buildings and wings would extend, if laid in a straight line, to a distance of fifteen miles and a quarter. The total weight of iron used in the main building and wings amounts to 9,641 tons 17 cwt. 1 quarter. The superficial quantity of glass used is 25 acres; and if the panes were laid side by side, they would extend to a distance of 48 miles; if end to end, to the almost incredible length of 242 miles. To complete our statistics, we have further to add, that the quantity of bolts and rivets distributed over the main structure and wings weighs 175 tons 1 cwt. 1 qr.; that the nails hammered in the Palace increased its weight by 103 tons 6 cwt.; and that the amount of brick-work in the main building and wing, is 15,391 cubic yards.

"From the end of the south wing to the Crystal Palace Railway station is a colonnade 720 feet long, 17 feet wide, and 18 feet high. It possesses a superficial area of 15,500 feet, and the quantity of iron employed in this covered passage is 60 tons; of glass, 30,000 superficial feet."

THE FIGURE NINE.—A correspondent over the signature of "Ledger," sends a Cincinnati editor the following; "I have just read in your paper what has often before been published, respecting the curious properties of the figure 9. One of these properties is of importance to all book-keepers and accountants to know, and which I have never seen published. I accidentally found it out, and the discovery to me, (though it may have been well known to others before,) has often been of essential service in settling complicated accounts. It is this: The difference between any transposed number is always a multiple of 9; for instance suppose an accountant or book-keeper cannot prove or balance his accounts—there is a difference between his debits and credits, which he cannot account for, after careful and repeated addings. Let him then see if this difference can be divided by 9 without any remainder. If it can, he may be assured that his error most probably lies in his having somewhere transposed figures; that is to say, he has put down 92 for 29, 83 for 38, &c., with any other transposition. The difference of any such transposition is always a multiple of 9. The knowledge of this will at once direct attention to the true source of error, and save the labour of adding up often long columns of figures. The difference between 92 and 29 is 63, or 7 times 9; between 83 and 38 is 45, or 5 times 9; and so on between any transposed numbers.

EXAMINATION OF COMMON SCHOOL TEACHERS.

THE BOARD OF PUBLIC INSTRUCTION for the United Counties of YORK and PEEL hereby gives Notice, that an EXAMINATION of COMMON SCHOOL TEACHERS will take place on TUESDAY, the 29th day of AUGUST next, at 9, A.M., at the following named places:—

At the NEW COURT-HOUSE, City of Toronto, for the City of Toronto and the Townships of York, Etobicoke, and Scarboro':—

At BRAMPTON, for the County of Peel:—

At NEWMARKET, for the Townships of Whitchurch, East Gwillimbury, North Gwillimbury, and Georgia:—

At RICHMOND HILL, for the Townships of King, Markham, and Vaughan.

Note.—The General Examination will for the future be Annual, at or about the time above specified. There will be no Examination as formerly in December.

All Teachers and others, presenting themselves for Examination, will be required to select the particular class in which they propose to pass, and previous to being admitted for Examination, must furnish to the Examining Committee satisfactory proof of good moral character; such proof to consist of the certificate of the Clergyman, whose ministration the candidate has attended; and in cases where the party has taught in a Common School, the certificate of the Trustees of the school section will be required. Each candidate is required if possible to attend the Examination in his own school circuit.

First class Teachers not required to be re-examined.

The Board will meet at the Court-House on Tuesday, the 26th September, next, at noon, for the purpose of receiving the reports of the several Examining Committees, licensing Teachers, and for other business.

(Signed,) JOHN JENNINGS,
Chairman.

Office of the County Board,
Toronto, 17th July, 1854.

CLASSICAL MAPS, FOR GRAMMAR SCHOOLS &c., as follows:—
NATIONAL: Orbis Veteribus Notus, Italia Antiqua, Græcia Antiqua. Size 5 feet 8 inches by 4 feet 4 inches, 15s. each. Asia Minor, Vel Antiqua, and Terra Sancta, 4: 4 x 2: 10 *a* 8s. 9d.
JOHNSTON'S: same as National. Size 4 feet 2 inches by 3 feet 2 inches, *a* 11s. 10½ each.
Scripture Maps of various sorts and of different prices.
Atlases of Ditto ditto ditto.

NEW MAP OF CANADA.

THE EDUCATIONAL DEPARTMENT having recently prepared a new and accurate MAP of BRITISH AMERICA, according to the latest Parliamentary divisions and corrections, the following copies have been ordered for the Schools in the Counties referred to:—

York, Ontario and Peel	350 copies.
Middlesex (reported by the County Clerk as purchased)	200 "
Prince Edward	55 "

The size of the Maps is 3 feet by 2 feet 6 inches. Price 5s. 7½d. per single copy, or 5s. for any quantity over fifty copies. It is also the intention of the Department to have this corrected Map of British America published in the National Series and in Johnston's Series, and of the same dimensions, in the course of the autumn. The price, size, and style, will be the same as are now the maps of either series. Parties are cautioned against purchasing any copies of the new Map of Canada recently published in New York, except those issued by this department, as an *inferior and incorrect* edition is in circulation, and for sale by agents.

MAPS OF CANADA, GLOBES, & APPARATUS.

FOR SALE at the Depository in connection with the Education Office, Toronto:—

Maps—Canvas, Rollers and Varnished.	£	s.	d.
1. Bouchette's Map of British North America with latest County divisions, statistics, &c. 7 ft. 6 in., by 4 ft. 3 in....	2	10	0
2. A new Map of Canada, New Brunswick, and Nova Scotia, with latest County divisions, coloured 3 ft. by 2 ft. 6 in....	0	5	7½
3. Outline Map of British America, with names of Counties, 2 ft. 4 in. by 1 ft. 10 in....	0	5	0
4. Smith's Map of Upper Canada, with names of Counties, Cities, Towns, Villages, &c., (engraved on copper,) 2 ft. by 1 ft. 6. in....	0	3	0

PELTON'S PHYSICAL OUTLINE MAPS, as follows:—

1. Political and Physical Map of Western Hemisphere...7 feet by 7 feet.
2. Political and Physical Map of Eastern Hemisphere...7 feet by 7 feet.
3. Map of the United States, British Provinces, Mexico, Central America, and the West India Islands....7 feet by 7 feet.
4. Map of Europe....6 feet by 6 feet 10 inches.
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NATIONAL series of Maps, 15s. each, (World 17s. 6d.)

Globes.	£	s.	d.
1. Cornell's 9 inch Globes, with Stand, each....	2	10	0
2. Do. 5 do. do. do. do....	0	17	6
3. Holbrook's 5 inch do. do. do....	0	6	3
4. Copley's 16 inch do., per pair,....	10	0	0
5. Franklin, Terrestrial and Celestial 10 inches with walnut frame and case *per pair*....	5	0	0
6. Do. do. do. with bronzed frame and case *per pair*....	5	10	0
7. Do. do. do. with Mahogany *high* frames and case per pair....	8	0	0
8. Do. do. 6 inches with bronzed frame and case *per pair*....	2	0	0

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TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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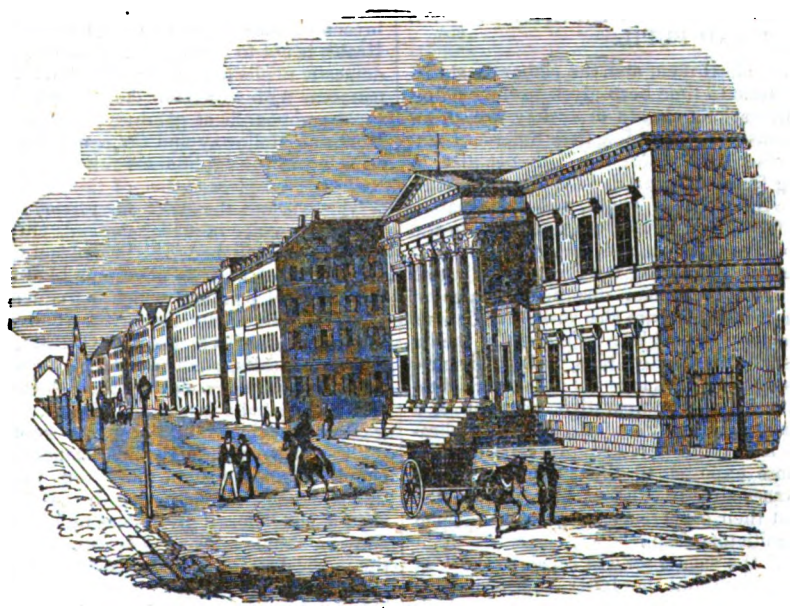
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CONTENTS OF THIS NUMBER.

		PAGE
I.	Frankford City Library	125
II.	Hints on the Preservation of the Health of the Teacher and Pupil	126
III.	Is Teaching the Grave of the Intellect?	128
IV.	An Evening among Ragged Schools	130
V.	The German and Swiss Teachers	130
VI.	A Code for the School	131
VII.	EDITORIAL.—1. The Promotion of Public Libraries in Upper Canada. 2. Official Answers to Questions proposed by Local School Authorities. 3. To Local Superintendents. 4. Grammar Schools a National Concern	142
VIII.	MISCELLANEOUS.—1. Boy Literature. 2. Children, Time, and Money. 3. Children *versus* Colts. 4. Observe Punctuality in all your Engagements 5. Idleness. 6. Give your Children Education	135
IX.	EDUCATIONAL INTELLIGENCE.—1. Canada Monthly Summary. 2. Essex County Grammar School. 3. British and Foreign Monthly Summary. 4. Middle Class Education. 5. The Educational Exhibition in London	136
X.	LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Canadian Geological Collection. 3. The Literary Pensions for the Year. 4. Prizes of the French Academy. 5. Statistics of the Bible. 6. Statistics of Russia. 7. The Aland Islands. Physical Features of Japan	138
XI.	Advertisements	140



FRANKFORT CITY LIBRARY.

The Town Library of the free City of Frankfort on the Main, in Germany, was founded in 1484. It is situated in a very handsome new building, as seen in the engraving, facing the River Main, close to the Ober Main Thor. It contains sixty thousand volumes of books, or one volume for every inhabitant. It also contains, as curiosities, two pair of Luther's shoes. In addition, it possesses Luther's portrait, which was formerly kept in the Römer, or Town house, and a marble statue of Göethe, by Marchessi. The library is open four days in the week to all the citizens of Frankfort, both as a reading and a reading library; but for borrowers, not being citizens of Frankfort, some citizen must be responsible. In addition to the "Town Library," there are also four other libraries in Frankfort accessible to the public. They are, however, of minor importance.

Frankfort is rich in collections connected with literature and art, and in establishments intended to promote them. The chief of these are Städel Institute, so named after its founder, a Frankfort banker, who bequeathed about £80,000 to establish a public gallery and school of art, and whose views have already been carried out to a considerable extent, by the formation of a good picture gallery and other collections; the Senkenberg Museum of Natural History, containing many rare specimens brought from Egypt, Nubia, and Abyssinia, by the traveller

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Rüppel; the town library, possessed of 60,000 volumes, and several valuable MSS., and other curiosities, besides a picture gallery. In the garden of the banker Bethmann is to be seen the beautiful and well-known statue of Ariadne, by Dannecker. The literary and other scientific associations include a medical institute, physical, geographical, and polytechnic, and several musical societies. The chief educational establishments are the gymnasium, the Muster, the Middle, several other public, and numerous private schools.

Within the town no fewer than 29 squares are counted; but the far greater part of them are very paltry. The most deserving of notice are the Rossmarket, the largest of all, with a fine fountain in its centre; the Paradeplatz, the Liebfranenberg, the Paulsplatz, and the Römerberg. The last is perhaps the richest in historical recollections, and possesses, in the Römer or town-house, a venerable structure, of which the following description may be interesting:—It is of very early date, and is supposed to have derived its name from the Italian, commonly called Römer (Romans,) who, at the great fairs of the town, lodged their goods in it. It was first purchased by the magistrates in 1405, and, continuing to undergo successive alterations and additions, was not completed in its present form till 1740. In the course of the changes made upon it, all uniformity of design has been lost, and it has hence become a large pile of not much architectural merit. Its chief interest lies in its interior. In one of its halls, the Wahlzimmer, the electors of the empire met and made their arrangements for the election of the emperor, and the Senate of Frankfort now holds its sittings. In another, the Kaisersaal, the emperor was banqueted after his election, and waited on at table by kings and princes. The ceiling of this hall has been richly decorated by modern artists, with strict adherence to the original style, and its walls contain niches filled with 52 portraits, being those of the whole German Emperors, in regular succession, from Conrad I. to Francis II.

HINTS ON THE PRESERVATION OF THE HEALTH OF THE TEACHER AND PUPIL.

The increasing experience of medical men, and the elaborate statistics of disease which have from time to time been given to the reading public, all tend to prove that the various classes of society are, from their habits of life and other circumstances attending their different occupations, liable to diseases and disordered states of health peculiar to themselves, and either resulting from, or controlled by, those circumstances. Thus, those who have the charge of youth, whose occupation is sedentary, who are confined for several hours during the day to the desk and the school room, who have their share of anxiety, and who are daily subject to occurrences calculated to "try the temper," and disturb their equanimity, are liable to certain disordered states of health arising from these causes; and there are also various deviations from health, to which the schoolboy is subject. Frequently he is taken from "his paternal fields," or his "native hills," with their pure bracing air and enlivening prospects, to exchange his unbounded freedom and his rustic amusements for the comparative restraint of a schoolastic establishment, and a regular routine of study and application It is intended to give a few hints, for the preservation and restoration of the health of those exposed to the influences above mentioned—not to treat of diseases already existing, but to show the means best calculated to prevent their occurrence, or to check them when in their most simple and initiatory form.

To no man is the possession of the "*mens sana in corpore sano*" of more value than to the teacher, for without the latter the former is of little avail, and often becomes a cause of pain, rather than a blessing. So close is the connection and sympathy between the body and the mind, that it is impossible for disordered functions to exist for any length of time in the one without seriously affecting the other; and there are certain diseases of the digestive organs, or (as they are commonly called) dyspeptic affections, which, by causing mental depression, drowsiness, inability to fix the attention, and mental irritability, will unfit the strongest-minded man for any occupation requiring the exercise of patience, perseverance, and judgment. But although it is generally admitted that the possession of good health is the greatest of earthly blessings, and that without it learning, honour, success, and everything else for which man toils, are unsatisfactory, and in their enjoyment do not repay the labour of their acquisition; still we too often see its maintenance neglected and trifled with, and made a secondary consideration rather than a primary object. The advice given by Sir Horace Mann to a young friend about to commence his studies for the bar—advice founded upon years of painful experience and regret—should be deeply impressed on the minds of all who have to earn their daily bread, or maintain their position in society, more by the exertion of the brain than the labour of the hands. He says:

"First you need health. An earnest student is prone to ruin his health. Hope cheats him with the belief, that if he can study now without cessation he can do so always. Because he does not see the end of strength, he foolishly concludes there is no end. A spendthrift of health is one of the most reprehensible of spendthrifts. I am certain I could have performed twice the labour, both better and with greater ease to myself, had I known as much of the laws of health and life at twenty-one as I now do. In college I was taught all about the motions of the planets as carefully as though they would have been in danger of getting off their track if I had not known how to trace their orbits; but about my own organization and the conditions indispensable to the healthy functions of my own body, I was left in profound ignorance. Nothing could be more preposterous. I ought to have begun at home, and taken the stars when it should come to their turn. The consequence was, I broke down at the beginning of my second college year, and have never had a well day since. Whatever labour I have since been able to do, I have done it all on credit instead of capital—a most ruinous way, either in regard to health or money. For the last twenty-five years, so far as it regards health, I have been put from day to day on my good behaviour, and during the whole of that period, as a Hibernian would say, if I had lived as other folk do for a month I should have died in a fortnight..... Health has a great deal to do with what the world calls talent. Take a lawyer's life throughout, and high health is at least equal to fifty per cent, more than brain. Endurance, cheerfulness, wit, eloquence, attain a force and splendour with health, which they never can approach without it. It often happens that the credit awarded to intellect belongs to digestion. Though I do not beleive that genius and eupepsy are convertible terms, yet the former can never rise to its loftiest heights unaided by the latter.... ...Again, a wise man, with a great enterprise before him, first looks round for suitable instruments wherewith to execute it, and he thinks it all important to command these instruments before he begins his labour. *Health is an indispensable instrument for the best qualities and highest finish of all work.*"

The maintenance of health is by no means so difficult, nor does it require so much skill as is sometimes imagined. Nature teaches her own laws, (even the brute will avoid that which instinct teaches him will be hurtful), and she always warns before she permanently punishes any breach of those observances which are necessary for our well-being. Health is not to be maintained, nor even restored, by the "practice of domestic medicine," or by the administration of the various advertised panaceas with which our daily and weekly journals abound; neither those compounds of gamboge, colocynth and blue pill, vended by Morrison, Holloway and Co.,—nor Du Barry's ground lentil powder, rejoicing in the euphonious title of Revalenta Arabica,—nor even the well directed prescription of the legitimate practitioner,—will be of service without the strict observance of certain rules and regulations, the performance of which depends entirely upon the patient himself. As we have touched on the subject of "quackery," perhaps it will not be out of place to mention a kind of "quackery" which has often done much harm, and which is frequently practised in large schools and other establishments for the young; we mean that kind of "domestic practice" which—with Graham, or Culpepper, on the one hand; and senna, salts, rhubarb, and perhaps such potent medicines as calomel and antimony on the other—looks into the "books" for a local pain or isolated symptom of disease, as though it were consulting a lexicon, and then administers the supposed remedies as freely, and with as little compunction, as though it was merely explaining the simple meaning of some ambiguous word or intricate sentence. Now this is wrong; for supposing the case to be one really requiring medicine, if the "dose" given does no harm, it wastes time, and perhaps allows a simple ailment to become actual disease; and besides, when the medical attendant is called in, he finds the symptoms masked by the effects of the drugs which have been taken, and cannot be so decided in his measures as if there had been no previous interference. But to proceed. It is one of the fixed and immutable laws of nature that no one organ or system of organs can be long exercised to the neglect and desuetude of the rest, without eventually leading to morbid changes in the over-exercised or neglected organs, or both. In those who read attentively, think deeply, and study diligently, the brain is the organ constantly employed; but the brain in addition to

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the function of thought, has to supply nervous energy to maintain the stomach in its integrity, so that it may have the inclination to receive and the power to digest food. The heart also requires the assistance of the brain to give it power to propel the vital current through the blood vessels, giving off various important secretions during its passage through the secretary organs, supplying and nourishing those parts which have been removed by natural or accidental means, until it is returned through the veins, reaches the lungs, there to be exposed to the vivifying and purifying effect of contact with the air and become fitted for the purposes of life, and is finally passed on to the heart, ready again to pursue the same course. Now, all the various processes of digestion, assimilation and nutrition are dependent upon a due supply of nervous power to the organs by which these processes are carried on; and hence it will be evident, from the brief physiological sketch already given, that to keep the brain constantly employed, and at the same time to supply the lungs with an impure and deficient quantity of air, must lead to derrangement in some of the vital functions.

These deviations from health soon become evident; the countenance tells tales: the appetite disappears, or becomes fastidious and squeamish; instead of buoyancy of spirits and energy there is a quiet gravity, and but little inclination for light and healthy amusements; but still the mind does not perceive the enfeebled state of the body, unless from some sudden impulse, or the occurrence of events which recal old associations, there is an effort to display the physical energy which existed before a studious life was commenced. Yet although under these circumstances there is not positive disease, still there is a condition of the system liable to disease Atmospheric changes, which before were borne with impunity, readily give rise to catarrh and other disorders of the respiratory organs. Any slight impropriety in diet or indulgence at table, which at one time caused but little and transcient inconvenience, is now followed by days of uneasiness; such as nausea, loss of appetite, thirst, and headache, showing that there is a deficiency in the "healing power of nature," and teaching the suffering that law of nature which insists that even a man's habits and enjoyments must be in conformity with his occupation and position in life. Why is it that those of studious and sedentary habits exhibit the countenance "sicklied o'er with the pale cast of thought?" Because the brain, as it were, monopolizes the nervous energy, and the heart, deprived of its proper share, does not possess sufficient power to propel the blood into the smaller vessels on the surface of the body; and because the blood itself, not having been properly purified and oxygenated by contact with pure air when passing through the lungs, it is vitiated in quality as well as decreased in quantity; and it is partly from this latter cause that we see the pimpled face and the various forms of skin diseases to which those of sedentary habits are liable.

Why does the appetite for food fail, and why is it that the small quantity taken often remains as a load to the stomach, causing pain, heart-burn, acidity, offensive breath, and unpleasant taste in the mouth? Because the stomach does not receive a sufficient supply of nervous influence to manifest the *sensation* of hunger; and because the food taken, instead of being subjected to the process of digestion, which is purely a vital process, and one especially governed and maintained by nervous influence, undergoes the same fermentation and putrefaction as all animal and vegetable substances do when exposed to the effects of moisture and warmth; hence acids are formed, gases are extricated, and irritation is caused by an effete and useless mass.

These facts and physiological explanations are thus plainly given, because, by-and-by, important rules for the maintenance of the health, both of teacher and pupil, and, in fact, of all whose occupations are sedentary, will be deduced from them. To proceed. Not only do the functions of the stomach and the power of the heart suffer, when the brain is the organ chiefly exercised, but likewise the nervous system itself suffers; sometimes as an effect or concomitant of gastric derangement, sometimes as an affection *per se*. There is a state of the nervous system from which those of studious and sedentary habits occasionally suffer, which plainly and painfully shows the effects of intense application and mental exhaustion. It is one which cannot be explained in terms intelligible to those who have never experienced it; and although often made the subject of unkind remarks and unfounded suspicions, still it is, in some cases, an affliction as distressing as any to which the scholar is incident. We mean those sensations which are implied by the expression "How nervous I feel," and which are only known, in their real intensity and suffering, to the debilitated, the anxious, and the studious. Under this state of the nervous system the most trivial circumstances will annoy; a thoughtless word said in the most innocent jest will cause mental pain, an "ant-hill" of difficulty will appear a mountain of opposition. With a will disposed to study and acquire information, the least mental effort requires a forced application, and the simple process required to hear and attend to a question and frame a reply, even if that reply be but a monosyllable, is irksome.

Then, again, there are certain disordered states of the nervous system, or, rather of particular nerves, brought on by close and studious habits, (but in which a disordered state of the digestive organs is an almost constant concomitant), which are evidenced by pain and other disordered states of sensation, or of the nerves supplying the organs of sense. First, and most agonizing of these diseases, stands that nervous affection called "tic doloreux; which, from the frequency with which it attacks those of high intellectual attainments and devotion to study, has been designated "the curse of intellect, and the penalty of application."

The nerves supplying the various organs of the senses may be impaired in their function by a disturbed state of circulation within the head, induced by a close and continuous study. In the eye, for instance, vision may be weakened, constituting short sightedness; or perverted, as occurs in those who cannot perceive the distinction of colours; or the impression conveyed to the brain by the optic nerve may be entirely imaginary, to which perversion of function may be referred black spots floating in the air, ocular spectra, and other illusions. In fact, each of the three functions of the brain—namely, sensation, thought, and voluntary motion—may be deranged by constant application and want of exercise and fresh air. In support of this assertion, cases might be cited from innumerable authors, both of the past and the present day; but it is not necessary to refer to them, for doubtless many of the readers of this paper have, either in themselves or in others who have come under their notice, had many opportunities of observing the pernicious effect of confinement and close study. The mind requires rest as well as the body. We know that long continued muscular exercise causes fatigue; and that after a certain time no manual task is performed either with satisfaction or comfort. It is the same with mental labour. The ardent student, forgetting everything but the attainment of his ambition, may for a time—thanks to a natural good constitution and the regularity of his previous habits—labour without intermission; but soon sleeplessness, dyspepsia, and a host of nervous ailments, remind him that he has a body to care for as well as a mind to cultivate, and that he must not transgress the laws ordained by nature for his own conservation, without paying the penalty of his commissions and his omissions; his mind becomes less vigorous, his memory less retentive, his perception less acute, his judgment less accurate; he becomes melancholy, irritable, and captious, and a gradual increasing imbecility of mind, and weakness of the body compels the total abandonment of all intellectual pursuits: whereas, had he but studied in moderation, allowed himself exercise and relaxation, attended to any deviation from health in the functions of his body, he might have gone on increasing his store of knowledge; for if his progress had been more slow it would have been more free from the interruptions caused by bad health, and consequently more sure. The error of our taxation and continuous mental labour is most common in the meridian of life, when the mental powers appear to be fully developed, and to exist in their full integrity. They demand to be actively employed; the mind seems capable of so much that there appears to be no limit to its capabilities. It is now that genius and a cultiuated intellect make their mightiest efforts; they enter the race from which there is no turning back, and in which there is no resting place, with the determination "*aut Cæsar, aut nullus.*" For a time no uneasiness is felt; success, and the pleasure of success, attend every step; the mind, under this stimulus, appears able to master every difficulty and to grasp every undertaking; but the season of mental depression must come, and that which was before all splendour and pleasure now becomes gloom and heaviness. Let the man who is endowed with superior genius, learning, or talent, pause before he abuses and wears out the great and noble gifts with which Providence has blessed him; let him remember that they are given him to use not to abuse; and that it is his duty, both to himself and to his fellow-man, to endeavour to preserve his mental powers in their integrity for many years, not to sacrifice them in a few.

In a paper published in the "English Journal of Education" of August, 1853,* teachers and parents were warned of the dangers of youthful precocity. A few more remarks bearing on that subject now become necessary. During childhood and early youth the various vital functions of the body are in an extraordinary degree of activity, for they have many and important offices to perform. The pulse of a child beats nearly twice as many times during a minute as that of a man, and the action of the lungs is in a like increased proportion; consequently a copious supply of pure air is necessary, that the blood when passing through the lungs may be rapidly and perfectly purified and oxygenated, for this is the intention of the accelerated respiration; and therefore, without plenty of pure air, no child can properly increase in stature and strength.

In boyhood, the rapidity of these actions is diminished; in adolescence, still more decreased; and when manhood is attained, and the bones have received their solidity, the muscles become braced and toned, and the processes of assimilation and nutrition become directed to the maintenance, not to the building up and increase of the body;

* On the Moral and Intellectual Management of Children.

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then the pulse "ticks temperate music," the step is firm, the frame is upright, and all the functions of the body are those of a man. Now it is a remarkable fact, founded upon anatomical and physiological observations, that ir infancy and early youth the nervous system is more perfectly and definitely formed than any other parts of the system, from which we may infer that the functions of the nervous system are especially necessary for the healthy growth and maintenance of the body. It has been shown that the desire for food is purely a nervovs sensation, and is entirely dependent upon a proper supply of nervous power to the stomach. We all remember how acute the sensation of hunger was in our boyhood, and how unwelcome was the announcement, "dinner put back two hours." In those days we very rarely felt the bad effects of a hearty dinner, as manifested by inactivity and drowsiness, because the stomach had sufficient nervous supply to originate the desire for food, and likewise rapidly to digest and prepare for assimilation the food taken; and, as with the stomach, so with every other organ of the body whose functions were dependent upon a free supply of nervous energy. The action of the heart was soon accelerated, the cheek soon reddened from exercise or emotion, and the senses of taste, hearing, touch, &c. were acute, if not accurate. Another fact may be mentioned; it is, that in healthy infancy two-thirds of the child's existence is passed in sleep; and, even in boyhood and youth, the deprivation of rest and want of a proper period of sleep is hardly borne and acutely felt. During sleep the nervous system is not called upon for any manifestations beyond those which are directed to assist the various nutritient, assimilative, and secretory functions of the body. The senses are at rest, no objects are presented to excite the imagination, to exercise the mental powers, or to call forth any manifestation of the passions and emotions, and therefore the vital functions receive that which the growth and support of the body requires—an unlimited and uninterrupted supply of nervous energy. Even in the prime of life, sleep, rest, mental quietude, an idle brain, are absolutely necessary for the repair of the body and the restoration of its strength; how much more necessary then must sleep be, when not only the restoration, but the growth of the frame has to be sustained. After a time the body is so far built up, its organs and their functions sufficiently developed, and its integrity so far secured, that the brain can spare some of its nervous energy to be bestowed upon its own culture. The intellectual powers begin to manifest themselves, and, in addition to the functions of sensation and voluntary motion, the brain is sufficiently matured to evolve the faculty of thought, not that the germ and dawning of thought and intellect do not exist from very early days, but that they are in a rude and disconnected state, and not sufficiently defined to be made available, or to be directed to any useful purpose. In the paper before referred to, it was shown that there is sufficient of intellect, even in very early infancy, to require the fostering care of a parent to be guarded from hurtful impressions and bad examples, and to be prepared for future culture. What is uow meant is a sufficient maturity of brain, which after the body has acquired a certain amount of healthy developement and strength, is in a proper state to receive and appreciate regular and systematic education, and from eight to ten years of age is quite early enough to make the brain share its energies between our animal and intellectual existence.

We never saw a prococious child a healthy one; for although there might not be any evident disease, and his appetite was good, perhaps ravenous, still the shrunken limbs, the soft flabby muscles, the languid movements, and waxy complexion, plainly showed that the function of nutrition and assimilation, which are purely vital functions, were imperfectly performed. The brain monopolised the nervous energy; the body was impoverished. From the facts already stated, and from the remarks made when speaking of the effects of close mental application and confinement upon the adult constitution, it will be evident that the young are liable to suffer when placed in similar circumstances. Fortunately, however, there is in youth, not only a natural resiliency, a readiness quickly to change from the grave to the gay, and to play as well as to work in earnest; but there is also an aptitude in the constitution to recover speedily from depressing influences, and to maintain the bodily functions in their integrity under every untoward circumstances, the "*vis medicatrix naturæ*" exists in the plenitude of its power. Children and youths, when afflicted with acute diseases, generally recover rapidly when the complaint once begins to mitigate in its severity, and a short period of convalesence restores them to their accustomed health; whereas the same diseases occuring in the adult, or in the prime of life, are frequently for a long time doubtful as to their termination, and involving a long and tedious recovery. This healthy mental and physical reaction, natural to youth, is an important consideration to those who have the care of their education, for upon it the principle may be founded, that there is no harm in strict and close attention, during the period allotted to study, if there is likewise a sufficient time given for rest and relaxation.

Boys, when first sent to school—especially if they have not been previously subjected to control, or been called upon to exercise their mental powers—generally suffer from some form of gastric derangement. This may be, and in some instances is, partly "home sickness;" but it may likewise be often traced to want of tone in the stomach itself, or to its becoming overloaded. The appetite for food does not at once accommodate itself to their altered circumstances, and the stomach is called upon to do its former amount of labour with a diminished supply of power wherewith to perform it: hence there is frequently nausea and vomiting, which is a healthy effort of nature to get rid of the offending matter; or else there is pain in the abdomen and diarrhœa, showing that some portion of the food has passed downwards in a crude and undigested state. These disordered states of the digestive organs are likewise often due to the cakes, sweetmeats, and other hurtful compounds with which a kind sister or fond mother furnishes the "school-box." Catarrhal and other affections of the organs of respiration are very common ailments during a boy's first school-year. The tone of his system generally is usually somewhat lowered by the change in his habits: he has less active exercise, is exposed to the effects of the different temperatures of the school-room and the play-ground, perspires freely when joining in the sports of his playmates, and does not get quite as much pure air as he has been accustomed to inhale—all these influences, together with the physical changes resulting from the determination of a portion of his nervous energy to the studies necessary for his education, exercise their effects, and render him more liable to suffer from atmospheric changes. But although these affections are sometimes attended with a considerable degree of fever, and appear sufficiently alarming, they generally yield to very simple treatment if noticed in their commencement. The eruptions and skin diseases from which schoolboys suffer may generally be traced to impurities in the blood, arising from the mal-assimilation of food, and the want of sufficient pure air to oxygenate the blood when passing through the lungs, and to inactivity and want of tone in the skin itself, by which its pores become clogged and its functions imperfectly performed. Much may be done to prevent the occurrences of these unsightly affections by the observance of precautions to be noticed by-and-by. There is such a thing among schoolboys as "shamming" to be ill; and although this morbid and depraved state of mind may generally be detected, still it is sometimes a great source of annoyance to the teacher. If the teacher will not believe in the existence of the boy's illness, his parents and friends often will; and if a bad state of health should accidentally supervene, the teacher is blamed for unkindness and want of sympathy, without deserving any censure whatever. Besides a disordered state of the system may be induced by fretfulness, discontent, pining, and ill-temper, and perhaps its first symptoms are manifested just before the boy is seen by his parents. The most prudent plan in these cases is to obtain the opinion of some experienced and conscientious practititioner, and to act upon it. It is true, we "cannot see a pain;" but from an examination of the pulse, the tongue, the state of the secretions, the appetite, and other evident indications, some idea may be gathered as to the general health of the body; and if, a long with these observations, the boy's naturaldis position, his liking or repugnance to study, and his general conduct, are taken into consideration, an opinion may usually be formed not very far from the truth. A boy who will practise deceit of this kind is a pest to any scholastic establishment; for not only is he a constant source of anxiety to those to whose charge he is committed, but likewise he sets an example to his companions which they are apt to imitate, especially if they perceive that he receives any special consideration and indulgence. It must be a relief when the parents are sufficiently convinced of his ill health to remove him from school, for a boy who will for days, and perhaps weeks, practise a systematic falsehood, which requires a certain amount of ingenuity and self-denial to make it appear plausible, has a mind so depraved and an intellect so perverted that it is not likely that he will ever reflect any credit upon those who have the care of his education. He never can be treated with confidence, and he is another instance in which the "*suaviter in modo*" must give place to the "*fortiter in re.*"

Thus, then, the causes and circumstances which influence the health, both of teacher and pupil, have been briefly considered. It has been shown that to possess the "*mens sana in corpore sano*" is (as Horace Mann observes) "the instrument" by which all good work and sound education is to be accomplished, and the various functions of the body most likely to be disordered by confinement and mental application have been noticed.

It is now proposed to suggest means by which health may be preserved under these circumstances, so that the body may be maintained in its integrity whilst at the same time the mind is cultivated and stored with knowledge.—*English Journal of Education.* W. P.

IS "TEACHING THE GRAVE OF THE INTELLECT?"

Many, doubtless, of the brotherhood to which it is my glory to belong—the ancient Society of "Schoolmasters"—will sympathize with me in an attempt to establish the negative of the question which stands at the head of this paper. I will premise that I heard it at the mouth of one who had himself been a schoolmaster, and who, by the

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by, in his own person afforded anything but an argument in its favour. Whence it comes I know not; for my friend merely quoted it. I can therefore the more dispassionately, according to my human weakness, discuss its merits.

Now, that many do not as matter of fact rise above the mere drudgery of the schoolroom is undeniable. If this be all that is meant by my friend's saying, I assent. But I am all the more unwilling to admit the metaphor to any place of significance in what concerns myself as a member of the body scholastic. Indeed, there is plainly the greater reason for the counter assertion of a truth intrinsically connected, as I think, with the due estimation of our profession, viz., that so far from being detrimental to intellectual advancement, the status of a schoolmaster is eminently rich in opportunities of mental growth and refinement. I say *due estimation*, because I think that much remains to be done by those who are in earnest in education, to remove from the public mind certain prejudices, of which the words in question may be regarded as a comparatively mild expression

My point then is, not that there are less defaulters in this profession than in any other, but that there is nothing in the nature of the employment calculated to produce such a result. Men will sink into obscurity and pass a nameless existence in medicine and at the bar, and in the army and navy, as well as in the schoolroom and the college. My own experience, I must say, runs directly counter to the notion of teaching being a calling in which men bury their talents. The same dawn, indeed, that has been breaking upon all other vocations alike, has not been denied to one so essential to the well being of society as education. The work of the teacher, it is true, is less apparent than that of men in a more prominent sphere of action, but it is none the less brilliant.

Admitting imperfection in this, as in all other spheres of human action, I am ready bold to assert and maintain, that there is no peculiar imperfection resident either in the theory or the practice of the scholastic art. I shall illustrate my position rather by an examination into the merits of the case than by reference to examples, because it is in this view that I propose to consider the statement under discussion.

For myself, I confess I have not, even by the effort of an excited imagination, been able to detect anything like an earthly taint in the atmosphere of my employment. My schoolrooms are as fresh and free from deadly contaminations as Dr. Arnott's ventilators and perforated panes can make them, and I have every reason to believe that the *spiritual* of the apartment is not inaptly symbolised by its wholesome air.* I could be content that others should look slightly upon my work, if I thonght that the mischief extended no further. Hard words and cold looks break no bones—least, perhaps, of all a schoolmaster's. I have an unbounded store of compensation within my own domain, and could be content to cry, with the old poet, after the yet older fashion of the Emperor Nerva,

"My mind to me a kingdom is."

But, so long as there is work to be done, and need of inducements to lead competent men to engage in a profession so thankless and laborious, I think it is our duty to combat all such false impressions abroad in the world as are calculated to invest the calling of a schoolmaster with a repulsive character, and to lead men to look upon it as a work of necessity, not of love.

To speak plainly, we must do all we can to get rid of the notion of "hack" teachers, if we would have scholars and gentlemen, and men of fresh, manly hearts, seeking to be invested with the ferule. With sorrow be it confessed, that much discredit has been incurred by those on whom the education of past years has devolved. There was until latterly, an ill savour attaching to the name of schoolmaster, and it was not altogether undeserved. The question is not as to the matter of fact, but as to the cause of this state of things. Is there anything in the nature of the employment calculated to associate it with deterioration and a low intellectual condition—low, in short, "as the grave"—on the part of its professors? I say—and I say it with all unction—No. If teachers have degenerated morally and mentally when tied to this business—and I admit that many have—it is because they were at first to undertake it, and, moreover, because they entered upon it "without a will;" not because they found themselves as teachers in a certain atmosphere and with such and such duties to perform.†

Considering education as coextensive with the discipline of the whole man, moral, spiritual, and intellectual (carried out by one who is himself thus fully disciplined), I cannot but look upon it as in some sort answering to this *ratio* seu *scientia vita*. Perhaps it is because men have not assigned this scope to the work of the teacher, that we have to look back upon so much that is unworthy in the annals of the profession. Certain at any rate is the fact, that in too many instances a miserable incompetency in the tutor has had to be propped up by artifices and assumptions altogether foreign to the ligitimate province of the schoolmaster.

Admitting, then, to the utmost the past low condition of the craft, I am all the more eager to claim for it its proper jurisdiction and a normal dignity answering to the extent of that jurisdiction. I contend that few, if any, of the responsible positions in which a man can be placed call for more constant activity of mind or present greater inducements for the exercise of the highest intellectual functions than that of being called upon to analyze the several processes of thought, and generalize the subject-matter of thought, with a view to clearness and simplicity in the transmission of knowledge and skill *in* the superintendence of intellectual growth in the young. I contend, moreover, that no one needs to be more habituated to a philosophic habit of thought than he who holds in his fingers the threads, upon whose right disposition and freedom from entanglement depends the complicated but glorious tissues of the human mind. Away with the chilling doctrine, that he whose mental discipline consists in hourly contact with the fresh and ever-opening intelligences of youth can afford to be, nay, must of necessity be, intellectually committed to the dust of degeneracy and decay! Away with such a sentence as that which, if allowed to be written over our school doors, would in effect be at once the death-warrant and the epitaph of all that is great in learning, all that is wholesome in the intellectual intercourse of young and old! We come not before our boys as the ghosts or the sleep-walkers of intelligence, to dismay them. We come not before them that they may see in us the several stages of mental decrepitude and at last be paralyzed in seeing us sink into imbecility, but we come before them as men with whom sound Christian learning has been a resurrection from the grave of low pursuits and tastes, whilst it is in itself a life of ever active, ever quickening intelligence!

So much for what, I fear, to much like declamation, but what is really only the outburst of an indignation which it were vain to attempt to stifle. With this indulgence I am ready to enter upon the calm discussion of some two or three points in further elucidation of my meaning.

When I say that it is the schoolmaster's business to analyze the several processes of thought with a view to the superintendence of intellectual growth in the young I mean that in grammar, and history, and geography, and mathematics—in short, in the sciences generally—the subject-matter of teaching has come to be looked at more in its relation to the capacities of the learner than was once the case. We begin to think less of cramming boy's heads with a mass of crude and undigested knowledge than of gradually strengthening that power of *assimilation* within them, which is a principle of mental as well as physical growth.

We know that it has been too much the practice to deal out learning in portions, and after a plan founded upon an unreasonable deference to the usage of the past rather than upon an intelligent survey of the requirements of the present. Such has been the prevailing practice, but happily it is beginning to be reckoned amongst the errors of a bygone age. I say this out of no want of respect for the past. I *may* think, that, if we are now in a fairer way of intellectual advancement than was possible under the old system of things, we have a long lesson still to learn at the feet of our hard-working, hard-faring ancestors. Nay, I *do* think that our highest wisdom consists in a humble regard for the good and the great of former days. At the same time, I think that we have an equal duty to perform towards those who will one day call us ancestors, and one which no over sensitiveness as to dealing with the evident mistakes of our fore-fathers must be allowed to induce us to blink.

To refer to the point of grammar by way of illustration,—what a revolution has taken place in this subject since the youngest teacher amongst us learnt his "parts of speech!" With how much more interest has a once dry subject been invested under the keen analytical genius of our German neighbours!* Philology is but an infant when I went to school. He is now a giant, all but aiming at sovereignty, and by the consent of men of letters throughout the world, having his claims to a far wider jurisdiction than is to be found in the terms of his inheritance, allowed. To be sure, this has come to pass through a more diligent search into the archives of Greek and Roman antiquity; but the

* Ill ventilated schoolrooms, and not teaching, is the grave of many a teacher's intellect and life. This is too commonly the case in Canada.

† Dr. Arnold, in a letter to a friend about to engage in private tuition (A.D. 1831), says:—"The misery of private tuition seems to me to consist in this, that men enter upon it as a means to some future end; are always impatient for the time when they may lay it aside; whereas, if you enter upon it heartily as your life's business, as a man enters upon any other profession, you are not then in danger of grudging every hour you give to it, and thinking of how much privacy and how much society it is robbing you; but you take it as a matter of course, making it your material occupation, and devote your time to it, and then you find that it is in itself full of interest, and keeps life's current fresh and wholesome by bringing you in such perpetual contact with all the springs of youthful liveliness."

* Since writing the above, I have met with the following evidence, of the advance of which I am speaking in the communication of a distinguished correspondent in "Notes and Queries" (No. 130). He says:—"While differing from some of Prof. B's. views on the relation of logic to mathematics, I fully agree with him that the true functions of the several parts of speech must be determined by an analysis of the laws of thought. Both grammar and logic might be consideably improved by an accurate developement on pshychological principles."

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claims have been but recently admitted. Here, then, is a comparatively new field of study, downright progressive study, opened; and surely the schoolmaster must be among the first to apply himself to an investigation so plainly within his province, demanding, by the by, the exercise rather of common senset han of subtlety for its successful pursuit.

One more point and I have done. Look at history. I need only refer to the able paper of a correspondent in this Journal to illustrate the scope of my observations as applied to this particular branch of study. Let any one read his remarks, and try to realize the activity of mind which this view of the the subject necessitates, involving as it dose the communication not merely of so many facts, but of "*a power of self existence and reproduction, of vitality as well as of growth*," as of the essence of that communication, and he will be at a loss to conceive how any one could come to any other conclusion than that the status of a schoolmaster is eminentlyrich in opportuities of intelectual growth and refinement.

There is no room indeed, for stagnation in the running streams of history, any more than in that sea of thought to which all these rivers of knowledge directly conduct. It is to the waves of this sleepless ocean that the daily life of the schoolmaster is tied. And, to bring our subject and metaphor at once to a homely conclusion, he, least of all men, can afford to make a sacrafice, amid the ebb and flow, the storm and calm, the gales and gusts of human intelligence, that peculiar praise of his type the actual mariner, the merit of being always *wide awake*.

Correspondent of the English Journal of Education.

AN EVENING AMONG RAGGED SCHOOLS.

At the earliest opportunity, accompanied by a devoted friend of youth, I spent a Sabbath evening in visiting the ragged schools of London. The night was rainy and dismal, and I would not have been disappointed at seeing a thin attendance. I was therefore agreeably surprised in finding the two schools which I visited quite full.

The first was the Plum-tree Court Ragged School in Shoe-Lane. The entrance was from a small porch, at which a policeman was stationed, to preserve order without and to render service within, in case of its being required.—School was not opened when we arrived, and a truly uproarious scene did we witness. About fifty boys, from three to sixteen years of age, were present, seated on benches, with a scanty supply of teachers in their midst. Their dress exhibited nearly every variety of the dirty and the ragged. About half of the boys seemed disposed to be quiet, the rest were trying to amuse themselves by pushing and striking, pulling hair, and cuffing each other's ears; uttering, at the same time, all sorts of exclamations in a partially suppressed voice.

By a little effort the superintendent secured silence, which was pretty well maintained during singing and prayer. The classes proceeded to their lessons with a single interruption, from the rushing out of a class of the worst boys, who would not stay because their teacher was not present to instruct them. The lessons then went on in the usual style of Sunday-school teaching, and with as little noise as could have been expected from such a tumultuous set of subjects.

On the opposite side of a board-partition, connected by doors and an open window with this room, was another of the same form and size, occupied by female classes. Half a dozen teachers were then engaged instructing about sixty girls of different ages between five and twenty years. The girls were much more orderly and attentive than the boys in the other room, and yet we were informed that at the beginning they were less so. Industrial classes are held for them on week evenings, at which they are taught to sew. Several of the smaller girls, when asked if they had learned to sew, eagerly exhibited their aprons as the products of their skill and labor. Probably none of them would have been taught the useful art of sewing at home.

After passing on through some very wretched parts of the city we reached the Field-Lane Ragged School, at which we found three hundred scholars in a large upper room, well lighted, warmed, and ventilated. As we ascended the stairway we listened to the singing of the school in the act of opening, in which many voices blended together with no inferior harmony.

As the teachers proceeded to the task of instruction, a rare and peculiar scene was exhibited. There was an infant-class on a gallery behind the superintendent's desk, and over head, on another gallery, seperated from view by a curtain, was a large class of grown women, several of them with infants in their arms. A small class of girls in one corner, were learning the alphabet; and besides these three classes, the first of which was mixed, the rest of the scholars were males. And what a motley throng! Here were not only the young, but the middle-aged and the old. "We have," said the superintendent, "all ages, from two to seventy.

He might have added all races and colours, from the fair skinned Celt and Saxon to the tawny African, including also the New-Zealander and the Chinaman. Decent clothing, gaping rags, shaved heads, and flaring, uncombed locks, were mingled together, in the various forms. Grave sobriety and sly mischief, attention and vacancy, the bright twinkle of intelligence, and the dull stare of semi-idiocy, were seen in frequent contrast. In the midst of every group of eight or ten scholars was an earnest, and apparently a skilful teacher. The eagerness of youth, the strength of manhood, and the wisdom of hoary hairs, together with the gracefulness and devotion of Christian womanhood, were all represented in the band of teachers. But, O, what a work was before them! Truly they deserved to be called followers of Him who came to seek and to save that which was lost. Here was practical Christianity appropriately developed in mitigating the woes of humanity, and pointing the wretched and perishing to the source of all joy and hope.

Correspondence of the Rev. Dr. Kidder.

THE GERMAN AND SWISS TEACHERS.

Extracted from Mr. Joseph Kay's Paper on "The Condition and Education of Poor Children in English and in German Towns.

As the education of a people depends much more upon the characters of its teachers, than upon any other part of its educational system, I will endeavour to show what kind of men the German and Swiss teachers are, and how they are prepared for their duties.

The Teachers in Germany and Switzerland are men, who from the age of 15 to the age of 21, have been educated in preparatory Schools and Colleges, expressly for the Teacher's Profession. They are learned men, who would do credit to much higher situations; but whose habits of thought and life have been so carefully disciplined, as to make their work in the classes, otherwise so irksome, really a pleasure to them.

Those children, whose parents wish them to be trained for Teachers, do not leave the Primary Schools, before the completion of their fifteenth year. They then generally continue to attend the Head Masters to receive instruction in the evenings for one or two years. At the end of this period they enter, either one of the Superior Schools, where the children of the middle classes continue their education, and where the weekly fees are so small, that children of poor parents often attend them; or they enter, what is called a Preparatory School, that is, one which is expressly designed to prepare Candidates for the Normal or Teacher's Colleges.

They remain in these Preparatory Schools until the completion of their eighteenth year, and are educated there in Scripture history, and the history of their own country, in the elements of mathematics, in several sciences, in music, singing, and in geography. When they leave these Schools, they have already received a very good education. Up to this time their parents have paid the small weekly fees for them, stimulated by the hope of their sons' gaining admission into some of the Teachers' Training Colleges. These Institutions are Teachers' Universities, in which all the candidates for the Teachers' Profession in Switzerland, Germany, Denmark, and Holland, who gain admission to them in the manner afterwards described, are educated at the expense of the State for three years.

In each of the divisions of Germany and Switzerland corresponding to our counties, there are two or three of these Colleges, one or more for Roman Catholic students and the other for Protestants.

The Directors of all these great Training Schools are religious ministers, and the education given in them is of a strictly religious character.

They are supported in Switzerland by the Cantonal Governments, and in Germany by the several States, and are liberally supplied with large staffs of from eight to fifteen Professors and Teachers with good libraries, numerous class rooms, organs, piano-fortes, all necessary school apparatus, model practising schools, and farms or gardens attached to them.

In very few of these Colleges is there any attempt to instruct both Protestants and Roman Catholids as such, but candidates belonging to the different sects of Protestants are generally trained together.

There are a great number of these Institutions in Germany, Switzerland, Holland, and Denmark.

In Prussia alone there are 45, in Switzerland 14, in Holland 2, in Bavaria 8, in Saxony 8, in Hanover, 6, in the Duchy of Baden 8, in Wirtemberg 3, and in each of the smaller German States, one or more.

At certain periods of the year, public examinations are held in each of them, at which all young men who desire to be Teachers and who seek admission, may present themselves as candidates.

No candidates however can be received, even for examination, unless he can present a certificate from a physician of good health, and certificates from his religious minister and his former teacher of good character; nor can any one be admitted or ever officiate as a Teacher who is a cripple, or deaf or deformed, nor any one who has weak lungs, so important is it thought that the Schoolmasters should be in every way fitted for their duties.

The Candidates who satisfy all the conditions I have mentioned are carefully and rigorously examined by a Committee of Examiners composed of the Directors and one or more Professors of the College, one of the Local Educational Magistrates, and an Inspector.

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The subjects of this examination comprise all the subjects of instruction in the primary schools.

Those who prove themselves the most efficient, are selected for admission, and once admitted their course in life is secured, because they pay nothing for their education, little, and in many cases nothing for their board; and when they leave the College, if they pass their final examination satisfactorily, they receive an appointment immediately. Even if their first place is an inferior one, they are sure to obtain the more valuable situations as vacancies occur, if their conduct, progress, and abilities prove satisfactory.

The period of residence in these Colleges is three years, and the students during that time are educated most carefully in—

I. Religious instruction, including the Holy Scriptures, and the History of Christianity.

II. The German language, including exercises in composition, writing, grammar, and reading.

III. Mental Arithmetic.

IV. Mathematics, including Arithmetic and Mensuration.

V. History.

VI. Physical Geography.

VII. Botany and Gardening.

VIII. Natural History.

IX. Drawing.

X. Music, including lectures on the theory and practice of music, constant practice in singing, and playing the organ, piano-forte, and violin.

XI. Pedagogy, or the art of teaching children. This is taught in village schools attached to the Colleges, in which the young men practise teaching under the personal direction of the Professors.

XII. Medicine. This may seem a strange part of their education, but every student in a Prussian Teachers' College is taught how to treat cases of suspended animation, wounds occasioned by the bites of dogs, injuries by fire, &c.; also how to distinguish poisonous plants, and how to employ some of the more ordinary antidotes.

Public examinations are held, every year, in each of these great Institutions, and at these times all the students, who have completed their three years course of education and practice, and all other candidates who choose to present themselves, are examined by the Director and Professors. Every one who passes this examination, receives a diploma, stating his fitness to be a Teacher. Those who do not, are obliged to continue their education at their own expense, until they are able to prove, that they have attained adequate knowledge and sufficient expertness in the art of Teaching to deserve one. Without such a certificate of merit, no one in either Germany or Switzerland is ever allowed to practise as a Teacher.

It must not be imagined, that it is the *Government* which appoints to the vacant posts in the village and town schools. The parochial and town school committees do this; and as they always prefer a tried and experienced man to a young and untried one, the successful Teachers always get moved on, from the interior situations, until they obtain the places of Professors or Directors in the Normal Colleges.

From this sketch, it may be imagined what an able and efficient class of Teachers is obtained. I spent many months in the society of these men, both in the towns and in the quiet country villages throughout Germany and Switzerland, and am only too happy to bear testimony to their ability and industry, and to the admirable effects of their labours.

In Prussia alone, there are 30,000 men who have been trained in this manner, now at work in the Primary Schools; while the 45 Prussian Normal Colleges contain 2,600 young persons who are being educated to supply the vacancies annually occasioned in the Teachers' ranks by deaths, superannuation, illness or other causes.

And a similar system, be it remembered, is in operation throughout the whole of Germany, Switzerland, and Denmark.

A CODE FOR THE SCHOOL.

(From a Correspondent of the New York Observer.)

Stepping into the Senate of Virginia, a few days ago, with a friend, while I was on a visit in Richmond, I was introduced to a Senator, who at once claimed me as an early schoolmate of his, in the northern part of the State of New York. "Is your first name S—?" he asked. I told him it was. "And is your father's name N—?" he continued. I assured him he was right again: when he went on to say, that "he remembered those days with deep interest; and especially," said he, "that Roll of Honour It has been a blessing to me ever since; teaching me lessons of self-government, and inspiring sentiments which I regard as essential to the formation of right character." Having learned from him the particulars of his progress from C. W. Academy to the Senate of Virginia, I parted from him with grateful remembrances of the system of education and moral training, in which he and many others, whom I know, had laid the foundation of future success and respectability in life.

This allusion to an institution which made no claims to high authority, and yet I am persuaded had a most important influence in forming the characters of hundreds of young men, and mere boys, for posts of honour and usefulness, which many of them are now occupying, determined me at once to lay before the public eye, which has never been done before, a history of the origin and operation of a "Code of Laws," which was maintained for many years, in a literary institution of this State, under the simple style of the

Roll of Honour.

More than thirty years ago, my father was Principal of a literary institution, which had previously, under the charge of the most approved instructors, attained a high eminence; but from a series of unfortunate events, had sunk down into a state bordering on extinction.

He entered upon his duties, with a school of seventeen pupils of all sizes and grades; but, by a gradual and rapid increase, the guardians of the institution had the satisfaction, in a few months, of finding nearly one hundred students within its walls, and a large proportion of them classical scholars.

It is not my present object to develope the method of instruction pursued in this seminary, but simply to present a unique plan that was adopted for the discipline of the classical department, which, while it fully secured the object of maintaining order and habits of industry in the prosecution of study, it is believed, had a most important influence in forming the character of the pupils to every manly virtue.

As to its origin, I have often heard my father say, that the only clue that suggested itself to his mind was Napoleon Bonaparte's institution of his "Legion of Honour;" and that the entire code was drafted on the principle suggested by that imposing title, which he believed might be made as influential on the minds of American boys as on proud and chivalric Frenchmen.

"The Roll of Honour."

Article I. Every scholar in the classical department, and every English scholar over 14 years of age, may affix his name to a card to be publicly suspended in the school room, styled the "Roll of Honor," and shall wear a badge of distinction, (in his button hole,) during the hours of instruction, and at all other times if disposed. English scholars younger than 14 years shall be admitted only by unanimous consent.

Art. II. The act of signing shall be a *pledge of sacred honour*, on the part of each subscriber, to the observance of the following rules:—

Section 1. That he will, in all cases, treat the officers of the institution with respect, and never speak aloud in school, except to the instructor, or by his permission.

Sec. 2. That he will not be guilty of laughing and trifling, nor any other conduct forbidden by the laws of the institution, or unbecoming young men pf honor and respectability.

Sec. 3. That he will maintain due gravity during school hours, diligently apply himself to study, and aim at distinguishing himself by his acquisition as well as deportment.

Sec. 4. That he will, on all occasions, on entering the school room, uncover himself; and in retiring from it, and also before the public eye, maintain a manly deportment, never indulging in boxing, scuffling, or any other rude and puerile conduct, except in the play-grounds and such other places, and under such circumstances, as may render those indulgences admissible. The use of profane or obscene language or gestures, which are peremptorily forbidden by the laws of the institution, are to be regarded among the highest offences against this code.

Sec 5. The above rules are to be regarded equally sacred when every instructor is absent from the room as when present; and it shal be considered as dishonorable, and matter of charge, for any member of the Roll, witnessing a violation of any of its rules, when the fact can be established by complete testimony, not to present the delinquent for trial.

Art. III. A violation of the above pledge in any particular, observed by a classical instructor, or proven by two members of the Roll, shall be marked by a cross affixed to the name of the delinquent on the card: and every name upon receiving three such marks in any one term, shall be erased from the Roll.

Art. 4. When an accusation is made, which must be in writing, with the names of at least two witnesses on the list, of which the accuser may be one, the fact may be determined by three members of the Roll, one to be named by the Principal or a classical instructor, another by the accused, and the third by those two; or in case they do not agree without delay, then, by the instructor.

Art. V. All trials shall be held at the close of school. No time is to be occupied in qualifying the triers or witnesses, as all are acting under a pledge of honour. The accused shall have the privilege of employing the aid of any member of the Roll in conducting his defence; and the presiding officer shall, if he thinks it necessary, appoint a member to manage the prosecution. But no unnecessary time is to be consumed in arguing the case. The bare presentation of the facts is all that is required.

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Art. VI. The Principal, or one of his assistants, shall preside at all trials and deliberations of the "Roll of Honour," and shall have a *negative* on all awards and decisions.

Art. VII. No individual, whose name has been once erased, shall have the privilege of replacing it on the Roll during the current term, unless he shall make such concessions or apologies, and conduct himself with so much propriety for a suitable time, as to obtain the unanimous consent of the Principal and all the members of the Roll, in the same way as a single mark may be removed.

Art. VIII. On all questions submitted to the Roll, each member shall aim to act, not from private pique, or under the influence of prejudice, but with a tender regard to the best interests of each individual, as well as the whole; remembering that he himself may, in turn, stand in need of the same kind treatment.

Art. IX. The Principal may, from time to time, select from the card the names of such individuals without a mark as he shall think proper, to be designated as *Masters of the Roll*, whose duty it shall be to preside in turn in the school, in the absence of all classical instructors; and if any individual, while thus presiding, shall be guilty of any impropriety, which shall incur a mark, his name shall be erased from the list of masters, to which it shall not be restored as long as the mark remains.

Art. X. The members of the Roll shall occupy a separate room, or seats contiguous to each other, and no accusation or testimony shall be admitted against them from any other individuals in the institution, except persons occupying the station of teachers in some of its departments.

Art. XI. This whole subject, in all its provisions and bearings, shall be regarded with profound respect, and on no occasion shall it be spoken of or treated in a light and trifling manner. And any attempt to disfigure the Roll, by placing or removing a mark without authority, shall be deemed a high misdemeanor; and the name of the individual so offending, or convicted of giving false testimony on any trial, or other flagitious crime, shall be summarily erased from the Roll.

Art. XII. At the close of every school term the precise state of the Roll of Honour shall be publicly exhibited to the guardians of the institution and the parents of the scholars; and the names of those who have passed through the term without incurring a mark, shall be considered as entitled to an honourable distinction in the awards of the occasion.

Some remarks on the proper administration of this code, so as to secure the largest benefits, will be made in a subsequent communication.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: AUGUST, 1854.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (upwards of 500 per month) on various subjects.

THE PROMOTION OF PUBLIC LIBRARIES IN UPPER CANADA.

Since November last, about one Library per day, has, upon an average, been despatched from the Educational Department. The total number of volumes thus sent out has been *Sixty-one Thousand*. There are still, in addition to the above, about twenty thousand volumes ordered, and which will be despatched as soon as possible. To order, receive, check, and distribute, and then again to select, check and send off so large a number of volumes of books, has been no light task. Three or four persons have been engaged in this duty since last November; but still their progress has been necessarily slow, owing to the great amount of labour involved in prosecuting the undertaking. We can assure all parties concerned, however that every effort is made to meet their wishes.

Although it is a fact, upon which all true lovers of their country cannot but reflect with satisfaction and pleasure that, 'ere the year closes, upwards of *Eighty Thousand* volumes of useful and entertaining reading, will be scattered throughout Upper Canada,—some of them to the extreme verge of the Province, up the Ottawa,* still it is painful to think, that several of the most wealthy and best settled Townships and even extended sections of the country in Upper Canada are still without the advantages of a Public Library. Several cities and towns too, with their hundreds and thousands of young people all with a keen appetite for reading, are permitted to remain destitute, or are left to imbibe from polluted streams lessons the very reverse from salutary or pure. We were assured lately by a gentleman in one of our principal towns, that a person in the town had, within the last few years, realized a handsome competence from the sale of *novels* and *romances* alone to the residents of the place and surrounding neighbourhood. The town in question has, however, availed itself of the liberality of the Legislature in the establishment of a Public Library, which is now one of the most popular places of resort for the entire population.

We cannot too earnestly press upon the intelligent friends of popular education throughout the country the importance, in this era of prosperity and enterprise, of having public libraries established in their several localities. We should ever remember that, in the promotion of common school education, "we have (as Dr. Wayland observes) put it in the power of every man to read, *and read he will, whether for good or evil.* It remains to be decided whether what we have done shall prove a blessing or a curse." Let us us therefore endeavour to avert the curse and secure the blessing to the widest possible extent throughout the Province.

The facilities and inducements afforded for the establishment of Libraries, are similar to those which have been recently provided to some extent by Government, for diffusing the pleasures and advantages of popular reading in connexion with the elementary schools in England and Ireland, and are such as to enable the young and old of the remotest townships of Upper Canada to peruse the best books that issue from the presses in both Great Britain and the United States, at as little expense as can the same publications be read in London or Edinburgh, New York or Boston. The arrangements by which these aids and advantages are afforded to the country, have received the highest enconiums from able educationists and experienced travellers who have visited Toronto from both the old and new worlds during the current year. But for these arrangements, few of the more than 60,000 volumes which are now being read in some 150 municipalties of Upper Canada, would have been in circulation. We hope, the example so nobly set by many of the youngest as well as oldest municipalties of the country will be universally followed—as the same assistance will continue to be given which has thus far been granted towards the establishment of Public Libraries. What has been or may be expended in this manner in procuring useful books, is only a trifle to each individual, while each each individual enjoys in

* The Townships of Pembroke, Westmeath and Ross, have recently established Libraries. These are the extreme north-eastern Townships of the Province.

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return the opportunity of reading a large number of volumes. The money thus expended continues to perpetuate and multiply advantages for thousands and tens of thousands, without reflecting injury upon any. Not so with the money that is spent in the purchase of intoxicating drinks, and many other things, equally useless, if not equally injurious. Nor can any one easily estimate the amount of vice that will be prevented, and of enjoyment and benefits conferred, by the youth of the land having access to useful and entertaining books.

And among the indirect, though not the least of the advantages conferred upon the country by the wide circulation of useful books, may we not include the influence which will thus be exerted upon the spirit and temper of no small portion of the *public press*—that most important and powerful engine for the promotion of what is both good and bad in civil government, public morals, and social life. It has often been observed by intelligent strangers and others, that the tone of the press and public discussions in Canada, are, with some exceptions, lower than in Europe, especially in England. Mr. Tremenheere, who has long held important situations under the Imperial Government in connexion with the advancement of education in England, who is the author of two able and interesting books, the one on the "*Political Experience of the Ancients, in its Bearings upon Modern Times*," the other, entitled, "*The Constitution of the United States compared with our own*," and who travelled through this country in 1853, has, in his excellent "*Notes on Public Subjects in the United States and Canada*," observed as follows on the Canadian press:—

"With a very few exceptions the press of Canada does injustice to the political, moral, social and intellectual character of the people, and is not of a tone to qualify it to speak for a cultivated and intelligent society. It rarely, as far as I could observe, attempts any calm and philosophical discussion of the topics of the highest moment to the future destiny of the colony, moral and social; but is rather occupied in stimulating, instead of striving to allay, the exasperations of party struggles, which are always apt to be most bitter among men only beginning to learn to act together on the great arena of public life, under a system of political freedom. An improvement in the tone of the press would by degrees educate the public taste above that which now only tends to lower it, and with it, to a certain extent, the estimate in which Canada must be held elsewhere."—pp. 234, 235.

The infancy of the country generally, and especially its infancy in regard to the principles and practice of constitutional free government, may go far to account for the corresponding infancy in the character of the public press. Much improvement has of late been witnessed in this respect; and the considerable attention and space which are given in many of the newspapers to notices of books and literature are gratifying indications, as well as instruments of further improvement. Nor is there any good reason why any portion of the public press of Canada should suffer so much in comparison with that of England—why the Canadian press should not be able to accomplish its high functions and duties, as the dispassionate exponent of the great science of national life, and the moral antagonist of all that feeds the worst feelings and developes the worst passions of our nature,—the animating spirit of what is just, and generous, and patriotic, and the promoter of knowledge, virtue and good will among men. In no country is a more noble career open to the public press than in Canada. An elevation in the character and tone of reading of the country, by the supply and circulation of good books, will doubtless react beneficially upon the public press, correct much that is to be deprecated and lamented in it, and add vastly to its power and usefulness. In this then, as well as in other respects, will Libraries prove a most valuable and potent system of social police, improving and elevating society, multiplying means, and diffusing streams of enjoyment, happiness and usefulness before unfelt and unknown.

OFFICIAL ANSWERS TO QUESTIONS PROPOSED BY LOCAL SCHOOL AUTHORITIES.

(Continued from the Journal for June, page 101.)

Number 31.

Fear of embarrassment from a small Rate-Bill.—Threat of a Mandamus,—Protection of Trustees.

A special school meeting having fixed the monthly rate-bill at seven-pence half-penny, and certain parties having threatened to apply for a Mandamus to compel the Trustees to collect it, the trustees feared embarrasment from want of means to meet their engagements. In this dilemma, they sought advice, preparatory to imposing a higher rate-bill in opposition to the decision of the meeting. The inexpediency of doing so was thus pointed out:—

"You should have no hesitation in carrying out the decision of the special school meeting to which you refer. In doing so it will not be necessary for you to do more at present, than simply to impose the rate-bill of seven-pence half-penny per month for each pupil attending school. It is not until the end of the year, or towards its close, that you will have to impose a general rate upon the property of the Section, to make up the balance required to pay the teacher's salary and other expenses of the school, as authorised by the latter part of the 7th clause of the 12th section of the School Act, of 1850. In the mean time it will not be necessary for you to offer any explanation either of your intentions or of your conduct to the party who has addressed to you the uncalled for letter which you have enclosed. By acting in the manner I have indicated, it is not at all likely that the parties who wrote the letter can obtain a mandamus; and even if they should succeed, all the expenses which you may incur must be borne by the Section, and can be collected by a rate upon the property of the Section. In all your official proceedings you will be particular to use your corporate seal. Any opposition you meet with will likely be on the part of those refusing to pay the rate which you may impose at the close of the year. In such a case the legality of the matter can, if the opposition choose, be tested in the Division Court. But from the 24th section of the Supplementary School Act of 1853, you will see that ample protection will be afforded you by this Department, in the exercise of your rights and the performance of your duties."

Number 32.

Right of Trustees to obtain legal advice.—Auditing of School Section accounts.

The Trustees of a rural Section not being careful in the observance of the details of their duties, advantage was sought to be taken of their ignorance in such matters, and an effort made to deter and embarrass them. Their local Superintendent applied for advice in their case and received the following:

"1. Trustees have a perfect right to procure such legal advice, at the expense of the Section, as they may deem necessary to aid them in the performance of their duty in doubtful cases, such as those to which you refer. They are required by the 7th clause of the 12th section of the School Act, of 1850, to take "all lawful means" to collect School Moneys. Sometimes they may be doubtful as to the "lawful means" they should adopt. In such a case they should apply for advice.

2. No advantage can or should be taken of an error in judgment on the part of trustees in the matter, as the County Courts being

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now courts of equity to a limited amount, would sustain the trustees in case of an appeal to them.

"3. The meeting had no authority to dispute the right of the trustees to fix the amount of the remuneration payable for the services rendered to the Section. All it could lawfully do was to see that the expenditure of the money collected, or received, was duly accounted for. No arbitration is therefore required in the matter."

NUMBER 33.

Trustees alone can fix the salary of the Teacher.

Certain rate-payers having disputed the authority of Trustees to increase the salary of their Teachers, they sought to obtain the vote of a public meeting condemnatory of the Trustees. The following reply was sent to the appellant in this case:—

"The Trustees have alone the right to increase the salary of their teacher as they may judge expedient. That is their duty and privilege, as you will perceive by the fifth clause of the twelfth section of the School Act of 1850, which states expressly that it is the duty of trustees 'to contract with and employ all teachers for [their] School Section, and determine the amount of their salaries.' A public meeting can simply say *how* the money shall be raised, and not *how much* shall be paid to the teacher."

NUMBER 34.

Personal responsibility of Trustees for neglecting to keep open a School.

The Trustees of a School Section being opposed to free schools, refused to keep open the School of their Section, and defied the inhabitants to compel them to do so. An appeal was made to this Department, and the law of the case was stated to be as follows:—

"I have to direct your attention to the ninth section of the Supplementary School Act of 1853, contained in the *Journal of Education* for June 1853, from which you see that trustees are made personally responsible for their neglect of duty in not keeping open a School, and thus entailing on the Section the loss of its share of the School fund to which it would otherwise be entitled."

NUMBER 35.

Libraries must be under the control of a Corporation, and not of an Association of Subscribers.

A number of individuals in a Township having subscribed a sum of money with which to establish a Library, wrote to this Department to know if, by transmitting the amount of their subscription, they would be entitled to an apportionment from the Library Fund, and have the control of the books. A reply in the negative was sent to them as follows:—

"I have to state that unless the Township Council, as a Corporation, assume the responsibility of taking charge of the Library books, you cannot, I regret to say, avail yourselves of the liberality of the Legislature. You should hand the Council your contributions, and thus let it act in behalf of the Township. In that case all parties will have access to the Library, free of charge, upon compliance with the rules and regulations for the management of Public Libraries in U. C. The Trustees of each Section concerned, could take charge of a portion of the general Library, and thus distribute the books over the entire Township."

NUMBER 36.

Township Councils can establish Branch Libraries.

A Township Council being anxious to contribute from the general funds for the purpose of establishing Public Libraries throughout their Municipality, hesitated to do so, fearing lest it had not the power to divide the Library into School Section branches. Having applied for information on this point, the following was sent:—

"The Municipal Council which you represent has full authority to divide the Library into as many branches as it pleases, so long as it, or some competent person, or persons, on its behalf, becomes responsible for the management of the Library and safe keeping of the books, as required by the regulations of this Department.

"The Council can appoint the Trustees, or other parties, to take charge of the Library, or parts of it, the Council being still responsible for the cost and management of the whole Library.

"The books can be changed from one branch Library to another, under the authority of the Council—thus permitting all the residents in the Township to have access to all the books of all the branches."

TO LOCAL SUPERINTENDENTS.

As it is near the time at which the Local Superintendents visit the schools under their charge, we would recommend them at each visit to obtain such statistical information relative to the financial and other items of their Annual Reports as will enable them to check and revise the Trustees' Reports when received, at the close of the year. This intimation is thus early given that more care may be observed in reporting the educational operations of the current year, as the reports hereafter to be accepted by the department must be free from arithmetical inacurracies and prepared in accordance with the general instructions, so that the Chief Superintendent may be enabled to present his report to the Legislature at an earlier period of the year than heretofore. The Blank Forms of Reports, for 1854, will be sent out early in November.

GRAMMAR SCHOOLS A NATIONAL CONCERN.

The *Brantford Courier*, in speaking of the success of the second year's operation of the County Grammar School, thus observes:—

It is a matter of congratulation that the demand for instruction in the higher branches, has enabled the learned Principal to maintain the character of the Institution intact—it is what it professes to be, a Grammar School. It is unfortunately the case that in some parts of the Province, the utilitarian spirit of the age has so far affected the character of these Colleges for the people that they have been forced to do either wholly or in part the work of the Common Schools, and thus they have either been deprived altogether of their distinctive characteristics or have degenerated into mongrel institutions, without any uniform system or object.

It is, however, somewhat strange that their peculiar characteristics have been urged as a reason why such institutions should have no claims on the patronage of a mechanical or agricultural population—the question has been asked, "what more do the children of the middling classes require than a common school education? Such a question may best be answered by asking, for what purpose is a national system of education established at all? Is it merely to prepare our children for their particular business in life—to make them good farmers, good mechanics, and good merchants; or in addition to this, to prepare them for that calling, which they have in common with all their neighbours; their calling as citizens and men. Which question does it best become a lover of his country to ask; How can I make my son a good merchant? or how can he be made a useful member of society?

Every man, unless he wishes to starve outright, *must* read and write, and cast accounts, and speak his native tongue well enough to attend to his own particular business.

But surely this is not the only object of Education; men have also duties to perform as members of the body politic; and the education which prepares them for this is called liberal. Such education our Grammar Schools should give. But it unfortunately happens that because every man must attend to his duties as a citizen, men have formed a habit of thinking that that business is easily learnt. It is true that one may know but little about it and yet pass through life very comfortably; he manages to get a wife, and to bring up a family, and to mix pleasantly in society.

But if the same man knew as little of his particular calling as he does of his general his income would be exceedingly small, for men will not put their lives into the hands of a medical quack when a skilful surgeon is at hand, nor will they give a shilling per pound for bad beef, when they can obtain good beef in the next stall for the same price.

A man's unfitness for his particular calling may thus be easily detected, and a bad baker, a bad lawyer, or a bad physician is properly avoided.

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But a man's liberal education may be entirely neglected, and yet he acquires political influence and dogmatizes on the science of Government, and about our social and moral position. He may become even a law maker, and legislate on questions intimately connected with the destinies of a nation.

And if a thoughtful man ask himself the question, how can one be a good magistrate, a good law-giver or a good citizen, who views every public question, not by the light which history and experience may throw upon it, but as a mere matter of expediency—who talks about moral, religious and political improvement, and at the same time knows not in what we are better or worse than our forefathers? The answer is given, "because these matters are everybody's business," and so they are, and if people would think about them and study them, as they do their pence tables and account books all would go well, but never was the proverb more truly verified, "that every man's business is no man's," nay, it is worse than that, for every man meddles in it and no man knows it.

To remedy this defect in our national system of education, our Colleges and Provincial Grammar Schools have been established, with their routine of studies, in the classical, mathematical and higher English branches. Are we anxious that our sons should express themselves both publicly and privately with fluency and elegance?—then let them learn by correct translations to imitate the style and language of the standard authors that are read in these schools. Do we wish them to grace our offices of responsibility and trust, and to win for themselves the highest honors that their native country can give them? Then let them by their sound study of history take warning from the errors of the past, and deduce lessons of wisdom for the future. If they are not to be deceived by the fallacies and sophisms of the day; let them learn while young what correct reasoning is. If we wish them to be faithful to the home of their childhood, and to raise their country to that position in the scale of nations to which her natural resources entitle her, let us give them the advantages of a sound and liberal education.

Miscellaneous.

BOY LITERATURE.

One curious characteristic of all civilized ages and nations is the cleverness of their boys. Learning and refinement have a permeative power, and in any country or city where their sway has been long and continuous, absolute infants enter into argument with you, and put you down on profound points of literature and science. Akin to this are the school periodicals which spring up in all directions, whose wits and sophists are often far ahead of *Punch* and the *Times!*

George Canning was a great hand at those things, and sharpened at Eton that rapier whose edge in the Anti-Jacobin was so keen. Robert Southey was obliged to leave Westminster, and could find no welcome at Christ Church, by reason of a paper of his in a school journal essaying to prove that flogging was a Satanic invention. Praed and Macauley were not of very mature age when they rivalled each other, setting the Red Fisherman against the Spanish Armada in *Knight's Quarterly Magazine*.—How deliciously Praed paraphrased Victor Hugo:—

"Viens! on dirait, Madeleine,
Que le printemps, dont l'haleine
Donne aux roses leurs couleurs,
A cette nuit, pour se plaire,
Secoué sur la bruyère
Sa robe pleine de fleurs."

"Come forth, pretty Madeline;
Lo, the pleasant breath of May
Sweetens every field to-day:
Never hath a fairer night
Closed the dewy eyes of light:
Come forth while the moonbeams shine
On the pale grass, Madeline!"

Boys rule the world now-a-days. They are mere boys who write leaders in the *Times* for instance; or who, from the hot heart of an Oriental war, despatch such news as pleases them.

At the school where I picked up the multifarious matters of which I know a little, in one of the most ancient and noble cities of England, we published an annual volume called the *Collegian*. One of those old volumes, found in a dusty corner, has set all these notions about the literature of boyhood in agitation. A favourite amusement with us was to translate from Greek or Latin verse, preserving the first and last lines: one of which versions began—

"Persicos odi, puer, apparatus;
Bring me a chop and a couple of potatoes;"

but this the editor rejected, as savouring too much of a parody. We also loved to hunt up old and neglected writers, and give them the benefit of our illustrative powers. Thus one youngster patronized the Greek authoresses and overset into English the not very valuable fragments of Sappho, Anyte, Myro, Nossis; another found delectation in unusual Latin authors, as Statius, Claudian, Catullus, Florus, Fronto—anybody rather than Horace and Virgil, Livy and Tacitus, I question if the following Catullian hendecasyllabics are as good as Coleridge's:

Sirmio, eye of peninsula and island!
Blue waves surround thee glistening and gleaming,
Skiffs with white sails are dancing on the waters,
Green hills slope down like olive groves and myrtle,
Under the breeze all is beauty and motion,
White foam is flashing, azure leaves are waving,
Sails flap and flutter above the free waters,
Choirs of fair virgins dance beneath the branches,
Youths with rich garlands on the turf reclining
Drink pleasant wine from carved silver goblets,
While through the dusk wood the sweet lute resoundeth
Chiming for aye to the chime of the ocean.

Perhaps no sign is more certain of the internal weakness of a state, than when age has no advantage over youth in its employments and offices. This position is tenable, maugre the great men whose fame was won in youth; for though it is true that a man may be a great general at five and twenty, he will be a much greater one at fifty; and though Raffaelle, dying young, was greatest among Italian painters, yet, had he lived as long as Turner, he might even have equalled the noblest of English masters. Rome, in its best days, threw open its offices only to men of mature age, and it was a sorrowful necessity which made Scipio consul despite the *Lex annalis*. So, in the knightly times, the young cavalier had a long and hard servitude to endure before he won his spurs; whence war, the science he had to learn, was learnt thoroughly in all its details. But neoteric habits are different. Smatterers carry all before them now: a smatterer in war would soon have been unhorsed, but in modern life he passes muster admirably. You seldom meet with a thoroughly learned man, or one skilled in any profession, or one whose honour or bravery is a gem without flaw. Thrown upon the world before practice has strengthened his nerves, or reflexion his mind, the modern adventurer picks up hints as he goes; and instead of the knightly coat of mail, wears the many coloured motley of the jester. He was a man in boyhood: he will be a boy through life.

Yet, some men have a marvellous intuition, by which they seem perfect in an art without learning any of its details. Cæsar, living a studious and thoughtful life at Rome, was at once a great general on joining the army in Spain as Questor. Newton made his three great discoveries before he was twenty-five. Goethe in his youth was perhaps the most perfect of all poets. I wish some one with an analytical intellect would undertake a biography of Goethe. De Quincey is the only man capable of it in these days.

To return to "boy literature," we all know that "reading makes a full man, writing an exact man, speaking a ready man." The sole peril is, that the boy will begin to write before he has read anything—will try to combine, before there is any material for combination. It is usually found that precocious poets turn out wretched versifiers at last; that calculating-boys become most unmathematical men. What, on the other hand, could be more awful than Lord Byron's juvenile writings? Occasionally a great genius [as Newton or Goethe] may break through this natural law; and it is unhappily a fashion of the present age to act as if Newtons and Goethes could be grown like camellias in a greenhouse. But, on the whole, a first-rate cricketer at sixteen, is more likely to be a hero in after life, than a first-rate writer of verse and essays, Latin or English. There is a time for all things.—*The English Educational Times.*

CHILDREN, TIME, AND MONEY.

The *London Times* thus remarks on Lord Palmerston's recent speech at Melbourne in reference to *children*, *time*, and *money*, the three principal things without which it is impossible for the world to go on, and without the proper management of which earthly happiness is, and always must be an *ignis fatuus* ever fluttering in the vision, but certainly eluding the grasp of possession—

"The three things most difficult to manage, and most easy to waste, spoil, and destroy, were brought together in one very apt but rather unusual manipulation. What is to be done with children, time, and money? They are all desirable, all in the way, all easily mismanaged, all great responsibilities. Lord Palmerston, to judge from his speech is equally at home in all of them, and has equally little respect for mothers who bandage up their children into bundles and hang them on a peg, for the artisan who cannot employ a spare hour in reading something to elevate his soul, and for the working man who throws away in drink what might make him independent and comfortable in his declining years. These are the three principal materials ordinarily given to man for the stock of his life and the comfort of his age; and the proper use of at least one of them will go far to soothe a period of life which will certainly want every possible consolation. In the humbler

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classes, to which Lord Palmerston was addressing himself, it is too common to misuse all these materials; so that when the labourer or the artisan arrives at his premature old age, and is past work, he finds himself neglected by his children, without a single mental resource, and dependent on the charity of others for his daily subsistence. Follow the careerof the man who 30 years ago seldom spent his evenings at home—never spoke to his children but to scold, to threaten, and drive them from his presence—never found himself at leisure but he walked off to some place of low resort, and never had an odd sixpence in his pocket which did not infallibly find its way to the bar—and you will find him solitary, vacant, and destitute, wanting alike society, amusement, and food. A used-up man of the world is bad enough, but the used-up working man is something too dismal to be thought of, and few people know what excellent opportunities many such a wretch has thrown away, and what he might have been at this time had he pleased. He has children, but they shun his presence, and treat him as already dead: he has had time, but it is gone for ever: he has had money, but it also has made itself wings. The working classes of England may not care much to receive these lessons from a journal which perhaps they consider too pre-eminently the advocate of economy, method, and order. It may be they will pay some attention to their vivacious and witty Home Secretary,—the man who has been disposed to sacrifice prudential considerations to grand political ideas, and who certainly has devoted himself to his position with singularly little reserve. He assures them that if they would have the comfort of their children in their latter days, they must be kind to them, and bring them up well; if they would have something pleasant to think of in the long vacant days of old age and sickness, they must make good use of their evenings while young; and if they would not be objects of charity and contempt they must put by money day by day while they can earn it."

CHILDREN *VERSUS* COLTS.

We know a man who last summer hired four colts pastured on a farm some five miles distant. At least once in two weeks he got into a waggon, and drove over to see how his juvenile horses fared. He made minute inquiries of the keeper as to their health, their daily watering, &c.; he himself examined the condition of the pasture, and when a dry season came on, he made special arrangements to have a daily allowance of meal, and he was careful to know that this was regularly supplied.

This man had four children attending a school kept in a small building erected at the cross roads. Around this building on three sides is a space of land six feet wide, the fourth side is on a line with the street. There is not an out-house or shade tree in sight of the building. Of the interior of the school house we need not speak. The single room is like too many others, with all its apparatus arranged upon the most approved plan for producing curved spines, compressed lungs, ill health, &c.

We wish to state one fact only. The owner of those colts, the father of those children, has never been into that school house to inquire after the comfort, health, or mental food daily dealt out to his offspring. The latter part of the summer we chanced to ask, "who teaches your school?" and the reply was, "he did not know, he believed her name was Parker, but *he had no time to look after school matters.*" —*Am. Agriculturist.*

OBSERVE PUNCTUALITY IN ALL YOUR ENGAGEMENTS.

If a man were to spend his days in perfect seclusion, he would still be a gainer by the habit of regularity, in the distribution of his time and his pursuits; but its importance obviously increases with the extent of his connexions, and the number of his engagements. If regularity be that which a man owes to himself, punctuality is that which he owes to others. "Appointments," observes Mr. Cecil, "become debts; I owe you punctuality, if I have made an appointment with you; and have no right to throw away your time, if I do my own. Punctuality is important, because it subserves the peace and good temper of a family: the want of it not only infringes on necessary duty, but sometimes excludes the duty. Punctuality is important; as it gains time: it is like packing things in a box, a good packer will get in half as much more as a bad one.—The calmness of mind which it produces is another advantage of punctuality: a disorderly man is always in a hurry; he has no time to speak with you, because he is going elsewhere; and when he gets there, he is too late for his business, or he must hurry away to another before he can finish it. It was a wise maxim of the Duke of Newcastle—"I do one thing at a time"—Punctuality gives weight to character: "such a man has made an appointment; then I know he will keep it." And this generates punctuality in you; for, like other virtues, it propagates itself.—*Dr. Burder.*

IDLENESS of the mind is much worse than idleness of the body.—"*Ignaveum corrumpunt otia corpus.*"

GIVE YOUR CHILDREN EDUCATION.

Mind constitutes the majesty of man—virtue his true nobility. Give your children fortunes without education, and at least half the number will go down to the tomb of oblivion, perhaps to ruin. Give them education, and they will accumulate fortunes; they will themselves be a fortune to their country. It is an inheritance worth more than gold, for it buys true honour; they can never spend nor lose it; and through life it proves a friend, in death a consolation. Give your children education, and no tyrant will triumph over your liberties. Give your children education, and the silver-shod horse of the despot will never trample in ruins the fabric of your freedom.—*Milford Bard.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The Government of New Brunswick have lately appointed Dr. Ryerson a Commissioner to inquire into the management of King's College, Fredericton, with a view to its improvement. The other Commissioners are the Hon. J. H. Gray, of St. John; and J. W. Dawson, Esq., the late active Superintendent of Education for Nova Scotia....The Board of School Trustees in Brookville, are about to erect a handsome School-House, capable of containing 400 children. The new Government School-Houses in the City of Toronto are very elegant structures, doubtless equal, if not superior to the first Colleges of Oxford and Cambridge....The Newcastle Teachers' Association recently held a Meeting in Cobourg, addresses on the best mode of teaching certain branches of Education were delivered by the most experienced Teachers present, and a literary address on "Endeavour," was read by Mr. Boate, of Bowmanville. He was appointed to deliver another on "the best incentive to moral culture," at the next Meeting, in October. The Rev. S. Tapscott, was also requested to deliver an address on "Education;" and Mr. Younghusband, on "School Organization." The examination of the Brockville Grammar School is highly spoken of in the local papers.

AN EFFICIENT GRAMMAR SCHOOL.—WORTHY OF IMITATION.

The Trustees of the Essex County Grammar School give notice that with the view of increasing the efficiency of the School, and placing the advantages of a good classical and commercial education within the reach of all children in the County,—they have resolved upon the following new arrangements:

1. Children residing within the County of Essex shall be admitted to the benefits of the School free of all fees and charges.

2. As soon as there are thirty boys in the School, the Trustees will engage the services of an Assistant Master competent to teach thoroughly the English branches of Education.

3. In order to extend the advantages to the residents in distant parts of the County, the Trustees will be prepared to make arrangements for opening a boarding house in the vicinity of the School, to be conducted under their supervision and according to rules to be laid down by them. But applications for admission must be addressed to the Chairman or Secretary of the Board of Trustees before the 1st September next, in order that they may be able to carry this plan into execution at the commencement of the next term.

4. The Trustees venture to express the hope that as soon as the School is in an efficient state, the Township Councils will be induced to avail themselves of the power vested in them by the law, and establish scholarships for the encouragement of a higher class of education than now prevails in this part of the country.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Dr. Sullivan of the training Department of the Irish National Board has given £20 per annum to be distributed as premiums to the best teachers in the Counties of Down and Antrim. He has also given £100 towards founding exhibitions in the Queen's College, Belfast, in favour of students from the Royal Academical Institution of that town.——The Rev. F. D. Maurice, who was recently removed from his professorship in King's College, London, for alleged heterodoxy, is about establishing a "College for working men" above the age of sixteen years, engaged in manual labour, also clerks, engi-

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neers, etc.——Messrs. McCoy and Hearn have been selected as professors in the new University of Melbourne. These gentleman have hitherto been professors in the Queen's Colleges of Belfast and Galway respectively.——The Privy Council Committee on Education have recently passed a minute in regard to a system of grants in aid of training schools. At the end of the first, second, and third years, a grant of merit is to be made to students of merit and to the treasurers of colleges. The scale is to come into operation for the year ending 31st December, 1855, but all colleges are to be at liberty by application before the 1st September, 1854, to give effect to it for the year now current.——The King of Bavaria has decreed that no child aged less than ten years who has not received elementary and religious instruction shall be employed in manufactories.

Middle-Class Education.—Lord Ebrington is again before the public as author of a plan of what he calls "middle-class education," which for its novelty at least deserves attention. His pamphlet is reprinted from the Society of Arts' weekly journal, where it first appeared. He argues that while no effort has been left untried to educate the children of labourers, and even of paupers, the class next above this—too proud to accept government assistance, too poor to pay for really valuable teaching—is in danger of sinking lower and lower. The deficiency cannot be supplied by elee mosynary institutions; nor can our universities, even if "poor scholars" were again to frequent them, meet the local requiremnnt. Lord Ebrington suggests the establishment in each county town of local examinations, conducted by competent persons, who should have the power of conferring "degrees"—that is, of pronouncing authoritatively on the claims of candidates—prizes and scholarships to be founded in connection therewith, if money could be obtained for the purpose, either from individuals or from the proceeds of fees. The subjects of examination to be simple and practical, such as might befit an Englishman of the middle class, unable to devote, as the rich are supposed to do, many years to the process of instruction. Lord Ebrington conceives that the value of a "degree" of this kind, as a testimonial, would compensate both the trouble of preparation and the slight expense of fees. We are not sanguine of his success, but the idea is ingenious, and deserves better than to be rejected without trial.—*The* (London) *Press.*

The Educational Exhibition in London.

Three months ago we had the satisfaction of announcing that the Society of Arts proposed to add one more to its many claims on public gratitude, by originating a special Exhibition of the various means and appliances employed in carrying on elementary education in the United Kingdom, some of our largest colonies, the leading countries of Europe, and the United States of America. What was then little more than a happy idea, is now an accomplished fact. Through the zealous co-operation of our Government with those of other nations—some of which displayed quite an unexpected degree of interest in the project,—the praiseworthy exertions of the several educational societies in this country, and the enlightened activity of private persons whose business it is to prepare the material means of education, a very respectable collection has been got together and arranged in a manner convenient for inspection.

We have spoken of the idea of the Exhibition as a happy one, and such it will be found to be on a moment's consideration. It is one of the natural offshoots of the Great Exhibition of 1851,—that fruitful germ which has already been so productive of good, and is destined to contribute much more largely to the world's happiness. We now proceed to give some account of the contents of the Exhibition. And here we deem it necessary to state, that at the time of our visit many articles,—particularly from abroad—had not been received. Hence the middle of the great hall, which is devoted to foreign and colonial productions, presented rather a bare appearance. With this slight deduction, the general aspect of the room was very animated and agreeable, the various objects being arranged in an effective as well as convenient manner. The front of the orchestra is occupied by the Department of Science and Art, which exhibits numerous copies for outline drawing, architectural and mechanical drawing, shaded drawing, coloured examples, and miscellaneous solid forms. These, with the specimens of the five orders of architecture, statues, busts, masks, friezes, pilasters, &c., exhibited by Signor Bunciani, and placed near the wall on each side of the orchestra, at once attracts the visitor's attention as he enters the hall from the main staircase; and a closer inspection seems to heighten his estimation of their value. The end of the room opposite the orchestra is well filled with various objects exhibited by the Committee of Council. Along the sides, under the galleries, are the compartments allotted to the leading educational societies; in the middle are four tables, on which, as we have already intimated, are exhibited the articles from abroad; and the galleries are devoted to philosophical instruments, apparatus, &c. The room appropriated to books,—of which there is a numerous collection supplied by all the leading educational booksellers,—is over the great hall. One of the most interesting features of the Exhibition is to be seen in the Library, which contains the "results of the schools," or articles made by the young people in those establishments, and specimens of work done there All over the walls, in the passages, on the landings as you go up the stairs, and round the galleries, maps and diagrams are hung, and at the foot of the stairs some excellent models of school fittings, desks and seats, are exhibited.

It will be seen from this general outline of the plan upon which the Exhibition is arranged, that every available portion of the building has been turned to the best account. When we come to examine separately the contributions of the various exhibitors, our attention is naturally first directed to the three beautiful cabinets in the centre of the great hall, exhibited by the Prince of Wales. One is the cabinet of specimens illustrative of cotton manufacture, presented to His Royal Highness, in 1851, by Messrs. Hibbert, Platt, and Sons, and showing all the various stages through which the cotton passes, from its natural state on the plant to its finished manufactured forms. The other two contain very choice specimens of fishes, crustacea, marine plants and vegetable productions used in commerce, such as seeds, roots, fibres, &c. Near these is an excellent model of a group of school buildings, suitable for a large rural village, with drawings of the plans, elevations and sections of the buildings, contributed by Earl Granville. One of the most prominent groups under the north gallery is that of the National Society, which includes copy-books, school clocks, globes, stationery, drawing and colouring materials, diagrams, prints, maps, hydrostatical and pneumatical apparatus, Attwood's machine for illustrating the laws of falling bodies, the geometrical solids, a machine for illustrating centrifugal force, sets of the mechanical powers, sectional models of steam engines, &c. Near these are the contributions of the asylums for the blind, the deaf and dumb, and idiots, which consist of embossed books for the blind and numerous articles worked by these unfortunate classes. The fancy articles, needlework, knitting, crochet, &c.; hair-work in bracelets, brooches, &c.; mats, baskets, shoes and slippers, exhibited by the Schools for the Indigent Blind, are really wonderful specimens of what the blind may be taught to accomplish. Scarcely less astonishing are the drawings, mats, shoes and slippers exhibited as the workmanship of the unhappy creatures for whom a home has been provided in the Asylum for Idiots.

On the opposite or south side of the hall the British and Foreign School Society is very creditably represented. The articles it exhibits comprise a good model of the Borough-road School—a model of Jerusalem and the surrounding country—a raised map of Great Britain and Ireland—cases of objects to illustrate the lesson-books—models of the pump, diving bell, and inclined plane—a sectional model of a steam-engine, prepared by a British school teacher—plans, maps, globes, drowing materials, diagrams, and apparatus for illustrating natural philosophy, geometry, natural history, astronomy—moveable letters—reading stands—sheet lessons for infant schools—and four cases containing specimens of needlework, &c., executed by girls in the schools of this Society. On the whole, this institution seems to bear the palm among its fellows for excellence of educational means. In success of results the Congregational Board of Education takes a high place, if we may judge from the beautiful specimens of perspective and mechanical drawing executed by its students; but we presume the students are inmates of the Homerton College, who are preparing to go out as teachers, and consequently, are beyond the ordinary school age. Among the books exhibited by this body we were sorry to observe several controversial publications, which, however calculated to further its peculiar tenets, are certainly ill suited for purposes of education. We turn with satisfaction to the specimens of workmanship executed by pupils in Ragged Schools. They consist of mats, baskets, shoes, and other articles made by boys, and art toys in the shape of dolls' bedsteads and house furniture made by girls,—all of which deserve great praise. We have only time to mention that the cabinets of objects, moral prints, boxes of form and colour, models of schools, and specimens of cotton, silk, linen, iron, copper, tin, and lead, in their natural and manufactured states, which the Home and Colonial School Society exhibit, are well worth a careful inspection.

Among the contributions from abroad, those from Norway make decidedly the best show. They consist of drawings, plans, and models of school buildings, apparatus for teaching natural philosophy, stuffed quadrupeds, insects, fishes, and reptiles, maps, and specimens of exercises in writing, composition, mathematics, and the modern languages. America is largely represented in

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books, maps, and specimens of work done by pupils. The East India Company exhibits a very interesting collection of articles,—comprising, among other things, specimens of pottery made at the Madras School of Arts and Industry, cordage made of plantain and agave fibre, with various models, &c. We may call attention to the very beautiful specimens of Nature-printing exhibited by Messrs. Bradbury and Evans in the south gallery.—*From the Athenæum.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Caroline Bowles Southey, Widow of the late Robert Southey, LL.D., Poet Laureate, died on the 20th July. She was the daughter of the Rev. Dr. Bowles....From a proclamation which appears in the Canada Gazette, we learn that the act passed in June of last year, to regulate the currency of this Province, comes into effect on the first of August. By it the dollar is to be 5s. of our present currency, and the cent one-hundredth of a dollar; mill one-tenth of a cent. Accounts may be kept, and persons may sue or be sued, or all business transactions in either denomination of currency shall be legal....Several London and English provincial newspapers have been forced to raise their price, owing to the dearness of paper. The *Times* has offered £1,000 for the discovery of a new raw material that shall be cheaper than rags for the making of paper. Another daily journal prints on a paper so thin that it is difficult to read it. "Bell's life" is now 7d....A Report that has lately been published by the English Department of Science and Art, gives a very satisfactory account of the success of the Schools and Art of Design, which have recently been established on the self supporting system throughout Great Britain. In little more than a year, twenty of those Schools have been founded; whereas sixteen years had been found necessary to establish a similar number previously. Manufacturers avail themselves with readiness of the talents of the Students in their several departments.

CANADIAN GEOLOGICAL COLLECTION.—A recent correspondent of the Toronto *Daily Leader*, writing from Quebec, thus refers to the Mineral discoveries of Canada, and to the Geological collection which has been formed by the Provincial Geologist, Mr. Logan, F.R.S. "Gold-bearing quartz, however, exists in abundance; but it is Mr. Logan's opinion that *with unskilled labor our gold field cannot be rendered profitable.* The inference is that with scientific appliances brought to bear they may be made profitable. Mr. Logan has already stated in one of his public reports, that the gold country of Lower Canada extends over three thousand square miles. He has since discovered, and will state in his next annual report, that it extends over ten thousand square miles. It is proper to state that the ten pounds' weight of gold in the custody of Mr. Logan, cost as much if not more to obtain it than it is worth. Associated with the gold is found irridosium, or white metal, nearly as hard as diamond, used for the points of gold pens. It exists, however, in very insignificant quantities.

In the geological collection are some excellent specimens of slate found in the Eastern Townships. A specimen of French slate, which has been a century in use on the roof of a building, is also in the collection. It is now as good as the day when it was first dug out of the bowels of the earth. An analysis of the two kinds shows their composition to be nearly identical.

There are various kinds of Canadian marble in the collection; the handsomest of which is the Serpentine. It is found in the Eastern Townships, and is identical with the *verde antique* of Italy.

There are some specimens of soap-stone also found in the Eastern Townships. The soap-stone resists fire, and is for that reason used to line furnaces. It is soft, and can be cut as easily as wood. It possesses great economic value.

The lithographic stone of Canada, of which specimens are in the collection, it of a superior kind. An impression of the Crystal Palace, done in London, on this stone, is very fine. Mr. Murray, Mr. Logan's associate in the geological survey, has recently surveyed two lines from the Georgian Bay to the Ottawa, across that twenty-four million of acres of land not yet in the market. The impression obtained by the survey as to the quality of of the land is not favorable. There is some good and much indifferent. ....The *Ottawa Citizen* referring to this subject says:—It is well known to geologists that the rocks in Sweden in which the magnetic iron ore is found, from which the celebrated Swedish steel is manufactured, are the same as the metamorphic rocks of Canada, lying north of the Ottawa, and which also are well stocked with this ore. This fact should spur on those who are the owners of such mines in this country to the making of experiments, in order to test their capability of competing with the Swedish iron.

THE LITERARY PENSIONS OF THE YEAR.—The £1,200 annually appropriated for literary pensions has been allotted this year as follows:—£50 a year to Mrs. Glen, (widow of the late Dr. Glen, missionary to the East for nearly 30 years), in consideration of Dr. Glen's services to biblical literature by his translation of the Old Testament into Persian, and the distressed condition in which his widow is placed by his decease; £100 a year to Sir Francis Bond Head, in consideration of the contributions he has made to the literature of this country; £100 a year to Mrs. Moir (widow of the late Mr. David Moir, surgeon), in consideration of her late husband's literary and scientific works, in connexion with his profession, his poetical talents, and the destitute condition of his widow and eight children; £80 a year to the Rev Wm. Hickey, in consideration of the sevice which his writings, published under the signature of "Martin Doyle," have rendered to the cause of agricultural and social improvement among the people of Ireland; £100 a year to Mrs. Lang, in consideration of the eminent services rendered for a period of upward of 50 years by the late Mr. Oliver Lang, master-shipwright at the Woolwich dockyard; of his numerous valuable inventions and improvements for the advancement of naval architecture, and the straitened circumstances in which Mrs. Lang is placed; £50 a year to the widow and daughter of the late Mr. Jos. Train, in consideration of his personal services to literature, and the valuable aid derived by the late Sir Walter Scott from Mr. Train's antiquarian and literary researches, prosecuted under Sir Walter's directions; £100 a year to the widow of the late Sir Harris Nicolas, in consideration of the many valuable contributions made by her late husband to the historical and antiquarian Literature of this country, and the limited circumstances in which his family were left at his death; £80 a year to the daughters of the late Dr. M'Gillivray, in consideration of their late father's contributions to the service of natural history, and the destitute condition in which his family are placed at his decease; £50 a year to Mrs. Hogg, the widow of the Ettrick Shepherd, in consideration of her late husband's poetical talent; £100 a year to the sister and two daughters of the late Mr. James Simpson, in consideration of his eminent services in the cause of education, and the distressed circumstances in which, owing to the expenditure of his own means in the furtherance of his object, his family are left at his decease; £40 a year to the daughters of the late Mr. James Kinney, in consideration of his literary talent; £100 a year to Mr. Alaric Alexander Watts, in consideration of his services to literature and art; £100 a year to the daughters of the late Mr. Joseph Tucker, in consideration of their late father's services as Surveyor of the Navy for 18 years, and the distressed condition to which they are reduced; £100 a year to Dr. Hincks, in consideration of the eminent services he has rendered to history and literature by his antiquarian researches, and especially in connexion with the Assyrian and other Eastern languages; and £50 a year to Mrs. Lee, widow of Dr. Bowditch, the celebrated African traveller, in consideration of her contributions to literature, and the straightened circumstances to which she is now reduced.

PRIZES OF THE FRENCH ACADEMY.

The French Academy has proposed the following as the subjects of its prizes for 1854: That for poetry is to be the "Acropolis of Athens," and the prize is to be a gold medal worth 2,000 francs. A similar medal is to be given for the best paper on "The Life and Writings of the Duke de St. Simon." The two Montyon prizes of 3,000 francs each on "The Poetry of the Middle Ages" and on "The Progress of Letters in France before the Cid," not having been awarded this year, are to be again contended for next year. Two prizes of 3,000 francs each are also to be given for the best paper on "The Works and Genius of Livy, the Historian," and for the best paper on "The Life and Writings of Froissart." From 1st January, 1854, the Academy will enter on its annual examination relative to the prize founded by the late Baron Gobert for "The most eloquent work connected with the History of France." In that examination will be included all the new works on the History of France which shall have appeared from the 1st of January, 1853. The Academy will also award in 1854 the annual medals for acts of devotedness and virtue.

STATISTICS OF THE BIBLE.

The Rev. C. E. Elliot is delivering a course of lectures on Sabbath evenings at Baldwinsville, Onondago county, (N. Y.) and in the preliminary lecture, the following interesting facts were mentioned:—

The old Testament contains 39 books, 929 chapters, 23,214 verses, 592,439 words, 2,728,100 letters.

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The New Testament contains 27 books, 260 chapters, 7,959 verses, 181,253 words, 838,380 letters.

The entire Bible contains 66 books, 1,189 chapters, 31,173 verses, 773,692 words, 3,566,480 letters.

The name Jehovah or Lord, occurs 6,855 times in the Old Testament.

The word "and" occurs in the Bible 46,227 times: viz, in the Old Testament 35,543 times, in the New Testament 10,684 times.

The middle book of the Old Testament is Proverbs.

The middle chapter is the 29th of Job.

The middle verse is the 2d Chronicles, 20th chapter between the 17th and 18th verses.

The middle book of the New Testament is the 2nd Epistle to the Thessalonians.

The middle chapter is between the 13th and 14th of Romans.

The middle verse is Act 17: 17.

The middle chapter or division, and the least in the Bible, is the 117th Psalm.

The middle verse in the Bible is Psalm 118: verse 8.

The middle line in the Bible is 2d Chronicles 4; 16.

The least verse in the Old Testament is 1st Chronicles 1: 1.

The least verse in the Bible is John 9: 35.

The Apocrypha, (not inspired, but sometimes bound between the Old Testament and the New,) contains 183 chapters, 6,081 verses, 152,185 words.

In the 21st verse of the 7th of Ezra, are all the letters of the Alphabet; I and J being considered as one.

The 19th chapter of 2nd Kings, and 37th of Isaiah are the same.

These facts were ascertained by an English gentleman residing at Amsterdam, A. D. 1772. Also by another gentleman who made a similar calculation, A. D. 1718; and they are said to have taken each gentleman nearly three years in the investigation.

The first division of the Divine Oracles in chapters and verses is attributed to Stephen Langdon, Archbishop of Canterbury, in the Reign of King John, in the latter of the 12th century, or beginning of the 13th.—Cardinal Hugo, in the middle of the 13th century, divided the Old Testament into chapters as they stand in our translation. In 1661, Athias, a Jew of Amsterdam, divided the sections of Hugo into verses, as we now have them. Robert Stephens, a French Printer, had previously (1851) divided the New Testament into verses as they now are.

The Scriptures have been translated in 148 languages and dialects, of which 121 had prior to the formation of the "British and Foreign Bible Society never appeared. And 25 of these languages existed without an alphabet, in an oral form. Upward of forty-three millions of these copies of God's words are circulated among not less than six hundred million people. "What hath God wrought!"

There is a Bible in the library of the Universitv of Gottingen, written on 5,476 palm-leaves.—*N. Y. Com. Adv.*

Statistics of Russia.

The *Journal de la Statistique Universelle* publishes the following table of the successive encroachments of Russia from the 14th century up to the year 1832. It is drawn up from communications by M. M. Schmitzler, Maltebrun; General Bem, and other statisticans:—

Grand duchy of Moscow.	Extent in geographical miles.	Population.
1328, at the accession of Yvan (Kaleta).....	4,656	6,290,000
1462, at the asccession of Yvan I.....	18,474	....
1503, at the death of Yvan I.....	37,137	....
1584, at the death of Yvan II.....	125,465	....
1645, at the death of Michael I.....	254,361	...
1689, at the accession of Peter I.....	263,900	16,000,000
Empire of Russia.		
1725, at the accession of Catherine I	273,185	20,000,000
1762, at the accession of Catherine II.....	319,538	25,000,000
1796, at the death of Catherine II.....	334,850	33,000,000
1825, at the death of Alexander I.	367,494	56,000,000
1831, at the taking of Warsaw.....	369,764	60,000,000

That is to say, that during the last two centuries Russia has doubled her territory, and during the last 100 years has tripled her population; her conquests during 60 years, are equal to all she possessed in Europe before that period; her conquests from Sweden are greater than what remains of that kingdom; she has taken from the Tartars an extent equal to that of Turkey in Europe, with Greece, Italy, and Spain; her conquests from Turkey in Europe are more in extent than the kingdom of Prussia without the Rhenish provinces; she has taken from Turkey in Asia an extent of territory equal to all the small states of Germany; from Persia equal to the whole of England (U. Kingdom); from Poland equal to the whole Austrian Empire. A division of the population gives,—

2,000,000 for the tribes of the Caucasus.
4,000,000 for the Cossacks, the Georgians and the Khirgniz.
5,000,000 for the Turks, the Mongos and the Tartars.
6,000,000 for the Ouralians, the Finlanders, and the Swedes.
20,000,000 for the Moscovites (of the Greek Church.)
23,000,000 for the Poles, (Roman and Greek Church United.)

60,000,000

The population of ancient Poland counts for two-fifths of the total population over an eighth part of the territory, and the Muscovite population for one third of the total number over the tenth of the territory; in other words, even at the present time the Polish elements is in a great majority as compared to all the others.

The Aland Isles.—These Islands form an archipelago, situate at the extremity of the Baltic, at the entrance of the Gulf of Finland. The group is composed of 7 islands occupying an area of 90 square kilometres, with a population of 15,000 inhabitants. The Island of Aland, properly speaking, which has given its name to the Archipelago, is 9 leagues in length and 7 in breadth, and has a population of 10,000 inhabitants. The Russians have built the extensive fortress of Bomarsund, which is protected on the sea side by strong fortifications. It possesses a good roadstead, well sheltered, with a depth of 20, 30, and even 50 fathoms. In time of peace it is continually visited by the Russian fleet of evolution. The interior of the island is intersected by calcareous hills, and watered by a great number of rivulets, from which it derives its Scandinavian name of "Aland" (Country of Rivers.) Its coast is deeply indented, and offers excellent anchorage. The soil is fertile, and here and there are to be seen good pasture ground and forests of birch and pine. The inhabitants are mostly farmers and fishermen. The climate is wholesome, although rigorous in winter. The snow melts early, and the harbour freezes over late in the season, on account of the rapid current produced by the meeting of the waters of the Gulfs of Bothnia and Finland. Independently of Bomarsund, the Archipelago contains several other fortified places, the principal of which are in the Islands of Siguiskiar and Prestœ. The Islands of Aland are very important in a political and military point of view. They were wrested by Russia from Sweden in 1809, by the treaty of Frederikshamn, which secured to that power the remainder of Finland and Eastern Bothnia. Russia had already acquired the other part of Finland by the Treaty of Abo. The loss of that fine and rich province was a dreadful check to the Swedish power.

Physical features of Japan.

The region of country near this anchorage is exceedingly fertile, and the black rich soil produces two crops annually; the wheat and barley are now almost ready to flower in some places. The rice fields are draining, and will soon be ready to receive the shoots for here all the rice is transported. Wheat and barley are drilled and not sown broadcast and the vigorous grain shows the care bestowed on it.

During the time we have been in this bay the climate has been very pleasant, a good medium between too hot and too cold snow resting on Mount Fusi and other high mountains, but never on the lowlands. This peak is considered about 14,000 feet high, and lies nearly due west of our ships raising its symmetrical cone far above every other point. The country is undulating in this vicinity, a succession of ravines, plateaux, valleys and ridges, affording room for forest lands as well as grain. Terraces are common, some of which have cost great labour to dig them down. Oak, chesnut, maple, pines, firs, and other trees not recognized in their winter nakedness, are common but the abundence of the Camelia Japonica, growing 40 and 50 feet high, and now lately covered with flowers, is the admiratien of all. The Japanese furnished a large supply of them for the dinner table the other day.

The white Japonica is not so common, only one or two trees having been met. The Pyrus Japonica also common, and peaches are now in full flower. I have seen specimens of the pine trees, the tops of phich were forced down and trained over a frame-work, leaving the trunk like the handle of an umbrella underneath this canopy of 30 feet width. The time on one was 20, on the other 30 years. A pine grafted on a fir was also shown me; and if this small village exhibits these horticultural curiosities, larger cities doubt-

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less furnish greater rarities. Many of the pines and other trees covering the hills are planted, and we have met farmers putting out saplings on steep hills, which otherwise we should never have suspected were not natural growth. This shows the great cost of fuel and the care taken to keep up a supply.—*Extract from the Official Report*

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THE EDUCATIONAL DEPARTMENT having recently prepared a new and accurate MAP of BRITISH AMERICA, according to the latest Parliamentary divisions and corrections, the following copies have been ordered for the Schools in the Counties referred to:—

York, Ontario and Peel	350 copies.
Middlesex (reported by the County Clerk as purchased)	200 "
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The size of the Maps is 3 feet by 2 feet 6 inches. Price 5s. 7½d. per single copy, or 5s. for any quantity over fifty copies. It is also the intention of the Department to have this corrected Map of British America published in the National Series and in Johnston's Series, and of the same dimensions, in the course of the autumn. The price, size, and style, will be the same as are now the maps of either series. Parties are cautioned against purchasing any copies of the new Map of Canada recently published in New York, except those issued by this department, as an *inferior and incorrect* edition is in circulation, and for sale by agents.

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CONTENTS OF THIS NUMBER.

		PAGE
I.	Remarks on the character and management of Public Libraries	141
II.	Victoria as a Queen, a Wife and a Mother	144
III.	The Classics as a groundwork	145
IV.	School preparation and attendance	146
V.	The Peoples Colleges	147
VI.	Editorial.—Educational progress in Upper Canada—1853	148
VII.	Miscellaneous.—1. Christ blessing little children (Poetry). 2. Salaries and Services. 3. How a house is made. 4. The ruling passion strong in death. 5. The Bible. 6. Teach the greatest number. 7. Importance of primary schools. 8. The London inns of Court. 9. Successful men, their energy. 10. Guide posts for boys. 11. Anecdote of Pitt. 12. Don't overtask the young brain	150
VIII.	Educational Intelligence.—1. Canada Monthly Summary. 2. County of Elgin Teachers' Association. 3. British and Foreign Monthly Summary. 4. United States Monthly Summary	152
IX.	Literary and Scientific Intelligence.—1. Monthly Summary. 2. Mineral discoveries in Canada. 3. Law of Copyright in England. 4. Scientific observations in a coal pit. 5. Digestion of food. 6. Immensity of the Universe. 7. The physical structure of the Western District of Upper Canada	153
X.	Advertisements	156

INTERESTING AND VALUABLE REMARKS ON THE CHARACTER AND MANAGEMENT OF PUBLIC LIBRARIES.

From Papworth's "Museums, Libraries and Picture Galleries."

In determining the general division of books, many circumstances render desirable the adoption of that prefixed to Brunet's "*Manuel du Libraire*," &c. 8vo. Paris, 1844, of which the principal features of each subject are alone extracted on the present occasion. Each branch should have its history, mode of study, theory, dictionaries, and general treatises prefixed viz:—

I. Theology.—*a.* Bible, 647 works. *b.* Liturgies, 112. *c.* Councils, 40. *d.* Fathers, 344. *e.* Systematic Theology, 992. *f.* Singular opinions, 75. *g.* Judaism, 15. *h.* Oriental superstitions, 38. *i.* Freethinking, 50.

II. Jurisprudence.—*a.* Natural and social law, 10. *b.* Political law, 12. *c.* Civil and criminal law, 742. *d.* Ecclesiastical law, 180.

III. Sciences and Arts.—*a.* Philosophical sciences, 900. *b.* Physics and chemistry, 262. *c.* Natural sciences, 2001. *d.* Medical sciences, 1259. *e.* Mathematics, 1100. *f.* Occult philosophy, 178. *g.* Fine arts, 1179. *h.* Mechanical arts and trades, 89. *i.* Gymnastics, 171. *k.* Games, 86.

IV. Belles Lettres.—*a.* Philology, 1495. *b.* Rhetoric, 220. *c.* Poetry, 4711. *d.* Prose fictions, 1173. *e.* Criticism, 509. *f.* Dialogues, 36. *g.* Epistles, 273. *h.* Polygraphists, 458. *i.* Collections and extracts, 116.

V. History.—*a.* Prolegomena, 1866. *b.* Universal, ancient and modern history, 71. *c.* History of religion and superstition, 1341. *d.* Ancient history, 335. *e.* Modern history, 5705. *f.* Archæology, 3122.

VI. Encyclopædias, journals, reviews, &c.

The figures above attached refer to the number of *works*, not of volumes, mentioned under each head in Brunet's Manual. Experience has shewn, in a library of more than 10,000 volumes, that they averaged 2½ volumes to a single work or title.

Each member of the Library Committee should give, in addition to his general duties, his attention to the formation or perfection of that branch of these divisions with which taste, opportunity, or education may have made him well acquainted.

In determining the probable extent of the accommodation to be provided for each branch of whatever division of the books may be adopted, the great point is to decide what is to be the general or particular *object* of the library in question, public or private; and if public, whether it is to be accompanied by a reading room, or whether the books are ever to leave the building, *i. e.*, to be a *lending* library. Libraries are not storehouses merely, but should be the *fittest* places of study, in which the overawing abundance of literary resources and of applicants for them, must secure that precision of working, and attention to the public, both in matter and form, which can never be attained in the secluded study of the German author, or in the turmoil of a French café.

Of course the greater the accessibility to a reader, the more restriction will there be as to the books in a library; the regulations as to the admission of books, require notice at some length. The recommendation to the librarian ought to carry some weight; it is always desirable to have a register for the titles of books that are wanted by the readers, with the understanding that they will be recommended for purchase, if a certain number of persons ask for them; sometimes a number, two, five, or ten, &c. if fixed beforehand in proportion to the extent of the library, will give a desirable freedom of choice.

Public libraries, to be successful, should be well supplied with new books, and this causes a difficulty in preventing the reading room from becoming a sort of club, which it ought not to be. The librarian may give every facility to those who want to acquire information or to improve themselves, but the reading room ought not to be merely a saloon to which people could go and spend five or six hours at leisure with the first book whose title they may remember; the setting apart therefore a room for reading periodicals, such as literary and scientific journals, &c., is a really grave question, and is not here recommended; the general reading room, if supplied like those of the British Museum and Bibliothèque Nationale at Paris, with dictionaries of all sorts, the best editions and translations of classic authors and principal polygraphists, the elementary and general treatises upon the arts and sciences, the best works upon ancient and modern history both general and particular, topographical works, the principal voyages, the accademic collections, the blue books, and a gazette or annual register, with a few of the literary and scientific journals—will always be sufficiently amusing for a lounger in a public library; such a reading room is nearly a representation of the library; which ought to possess those large collections, such as memoirs of foreign societies, laws, &c., not

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to be found in private unprofessional libraries, and of which the want is more felt in provincial towns than anywhere else.

There are books of universal interest which should not be wanting in any library; but at the same time, in order to make a provincial public library perfectly useful, the wants of the population ought to be first consulted; it is not intended here to adopt the idea that, "It should never be attempted to use, as a popular library for the working classes, the large libraries intended for a superior class of readers," except in one sense, viz., that to be well supported by the lower classes, the library must contain books that a narrow-minded librarian might consider only amusing. It might be sufficient for the committee to join with themselves on each occasion the most regular readers, and go to the ballot for any book proposed; an absolute majority should be required, or else grave inconveniences may occur. In such a system, suggestions from the working classes would receive attention, and all works would be admissible, for religion, and politics, and novels, could not be excluded from the shelves. The deficiency of modern foreign works in almost all English libraries, is mentioned as something very observable in relation to the great spread of the knowledge of the French and German languages.

The statistics of the mechanics' institutes shew that the members read a little history and political economy, and a great deal of fiction; in the United States, the same thing occurs, with the addition of travels, agriculture, and horticulture, while in England, the demand for works on the different sciences is gradually increasing. In addition to political, military, civil, literary, artistic, scientific, and natural history, the trustees will have to provide works of local importance; for instance, Manchester, in England, possesses a large class of operative naturalists, a set of botanists, and a museum of natural history; Birmingham and Newcastle have given attention to geology; in the Midland Counties, the works most in demand seem to be the older historic chronicles and works of similar interest. The demand for books relating to different occupations and trades is said to be very limited compared with that for the above-mentioned branches of literature; it is not only probable, but given in evidence, that miners, for instance, never wish to study mining, thinking that they know more about mines than the writers of books: in short, popular libraries must have novels and light literature.

When therefore the committee has taken into consideration the nature of the works generally desirable, and has made some calculation, based upon the extent to which they will favor particular departments, the division of the number of volumes in each group by 46 may be fairly supposed to give the architect the number of times in which a space two feet high by two feet wide will be required: *i.e.* four square feet will hold about 46 volumes on an average throughout a library, be it a public establishment or a large private collection. This is easily tested by application to even a moderate bookcase.

Among the regulations specially affecting large public libraries abroad are the following: the public admitted to view the library, but not the reading rooms; children under sixteen (on a note of their names and addresses signed by a parent or schoolmaster), and between sixteen and twenty years (upon production of their tickets of admission to a college or great school), allowed to be readers, but in some cases those under sixteen enter with a proviso that they accompany a person above twenty-one years old, who is to be responsible for their conduct; no admittance in the evening except to readers engaged in serious study; books brought in by a reader, to be shown to an attendant, who will give passes for them; in some places there is no such pass given at all, but on the contrary all books once in the library must remain there; it is forbidden to walk about, to converse, to stand near the readers or to look at their books, to look at papers on the desks of the attendants, to sit anywhere but at the tables, to write upon the furniture or walls, to sully the building in any way, or to attempt to pass into the interior. Many of these ordinances are fortunately not thought requisite in writing, as warnings to readers at the British Museum, where they are even permitted to assist themselves to the books of reference which are placed in the cases round the room; on the continent persons are reminded that they are not to touch anything exposed to view, not to use the steps and ladders, in short not to lay hands upon anything not delivered to them by the attendants, except, in a few cases, the catalogues.

The directions issued for the British Museum, which may be varied according to circumstances, stand as follows:

"The reading room of the museum is open every day, except on Sundays, on Ash-Wednesday, Good-Friday, Chistmas-Day, and on any Fast or Thanksgiving Days ordered by authority: except also between the 1st and 7th of January, the 1st and 7th of May, and the 1st and 7th of September, inclusive.

"The hours are from nine till four in the months of November, December, January, and February; from nine till five in the months of September, October, March, and April; and from nine till six in the months of May, June, July, and August, with the exception that on Saturdays in these last months it closes at five. [The hours of some evening libraries range between five and eleven.]

"Persons under eighteen years of age are not admissible.

"The librarians are strictly enjoined to use all possible despatch in supplying the readers with the printed books or manuscripts they may apply for; but in so extensive a library it May not be possible to find every article immediately.

"Readers, before leaving the room, are to return the books or manuscripts they have received to an attendant, and are to obtain the corresponding ticket; the reader being responsible for such books or manuscripts so long as the ticket remains uncancelled.

"Readers will be allowed to make one or more extracts from any printed book or manuscript; but no whole, or greater part, of a manuscript is to be transcribed, without a particular leave from the trustees. The transcribers are not to lay the paper, on which they write, on any part of the book or manuscript they are using; nor are any tracings allowed without particular permission of the trustees.

"No person is, on any pretence whatever, to write on any part of a printed book or manuscript belonging to the museum; but if any one should observe a defect in such book or manuscript, he is requested to signify the same to the officer in waiting, who will make proper use of the information.

"It may be sufficient merely to suggest, that *silence* is absolutely requisite in a place dedicated to the purposes of study.

"N.B. *Readers are, under no circumstances, to take any book or manuscript out of the reading rooms.*"

In compliance with the continental system of education, translations of the classics are denied to young persons under sixteen years old, and to those above that age and under twenty-one who do not show that they are at a college; there must be a power in the hands of the librarian to deny certain books to youths and to ladies; besides these there are regulations in the libraries abroad, which do not allow him to give out *editiones principes*, etc., except at discretion; to issue engravings, maps, plans, etc., until they are bound, etc., or to furnish any works until their edges have been cut, and the proper process of collation, stamping, placing, numbering, and cataloguing has been performed; manuscripts are to be asked of the librarian himself, and to be read at a separate table; particular books, periodicals, collections, and literary and scientific journals in parts, are only to be read at reserved tables, on which no ink is allowed, and where extracts or sketches must be made in pencil only; evening readers are expected to ask for the works which they will want, on the evening or morning beforehand; if only one attendant be in the room, he is to be excused leaving it in search of books; at the British Museum, manuscripts are not furnished half an hour, and printed books a quarter of an hour, before closing; in some libraries the latter are not given half an hour before that operation. A good specimen of the mode of asking for books is offered by the example of that used in the British Museum, of which a copy is subjoined.

(IN FRONT.)

Press Mark.	Title of the Work wanted.	Size.	Place.	Date.

(Date) _____ (Signature).

Please to restore each volume of the Catalogue to its place, as soon as done with.

(AT THE BACK.)

READERS ARE *PARTICULARLY* REQUESTED

1. Not to ask for more than *one work* on the same ticket.
2. To transcribe *literally* from the Catalogues the title of the Work wanted.
3. To write in a plain clear hand, in order to avoid delay and mistakes.
4. Before leaving the Room, to return the books to an attendant, and to obtain the corresponding ticket, the READER BEING RESPONSIBLE FOR THE BOOKS SO LONG AS THE TICKET REMAINS UNCANCELLED.

N.B. Readers are, under no circumstances, to take any Book or MS. out of the Reading Rooms.

In some French libraries the reader gets a numbered pass on entrance, and an attendant calls the numbers in regular order at the close; but this seems unnecessary, for at the British Museum, a bell, rung five minutes before the time, is obeyed by the restoration of the books by the readers. The supply of books is variously determined abroad as follows: No reader to have more than one book at a time; than two volumes at a time, and only one of each work that may happen to be in more than one volume, especially if in octavo or duodecimo; than two works at a time; than three books during one time of service, the third not to be given while any other demands remain unsupplied; while the most liberal arrangement on the continent does not allow many books, but leaves the quantity of the supply to the discretion of the librarian: books in parts, and journals, not to be given out, except

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scientific or law periodicals, at discretion. In the reading room of the British Museum there is practically no difficulty in having even more than fifty works at a time, and unbound works, or parts of works, are frequently delivered in reasonable cases.

It is very rational to lay down rules that books of folio or quarto size should be laid flat on the desk or table, so that the backs may not be broken; that no book should be weighted by another to keep it open; and that no books should be held upon the knees. Almost all libraries provide pens, ink, and blotting paper (the Berlin Royal Library does not allow pen and ink; notes must be taken in pencil only), and some add paper weights and paper knives; It is curious to observe that a French regulation states that if a penknife be wanted, it must be asked of an attendant and returned to him. In some cases half a sheet of letter-paper is given to the reader: of course it should not be placed on the books, which are not to be put between the paper and inkstand. It is a matter of discretion with the committee or librarian, whether any tracing should be allowed; artists accustomed to that practice might be permitted to use tracing paper that was not greasy or oiled, during good behaviour, as in some continental libraries, where *papier végétal*, or *à la gelatine*, or *de glace* is stipulated; in others, especially when manuscripts are being read, tracing, bread crumbs, the use of compasses and colours, are absolutely prohibited: colours are allowed in the British Museum. There can be no question that blotting, underlining, writing, sketching, or folding leaves in a book, are instances of bad behaviour, deserving immediate expulsion, but these are sometimes observed; it is found to be a good plan to insert in the registry of admission an engagement to replace precisely, such books, binding included, or even to pay double the price of the entire work, at the option of the librarian; such spoilt books, although replaced, to remain the property of the library.

If many persons require the same book at a time, it should be given to the applicant whose study is nearest the subject of the book; if this does not apply, then it must be bestowed at the pleasure of the librarian.

In England, where comfort is so much studied, it is hardly necessary to announce, as is the practice abroad, the days on which warming the rooms will commence and cease: at all events if the times are fixed, it will prevent many complaints. Where stoves or open fires are used, it is customary in France to forbid the approach of readers to the fire; and this is even the case in the hall of the reading room at the British Museum. Sometimes it is ordered that no fire, nor any light except in a closed lantern, be taken into a library.

Although scarcely 50 libraries out of 350 public ones abroad and at home lend on any condition, there can be no doubt that, in general, the books of public libraries in England will, to a great extent, be lent, as is the case in numerous instances abroad: it may be said that all the public libraries in France, Belgium, and America are lending libraries (nearly all those in the United States lend their books); and in Denmark, where the loan of books is considered to be the principal utility of public libraries, even the University library is open on liberal arrangements. This University library of Copenhagen, with 150,000 volumes including pamphlets, and increasing at the rate of 600 volumes per annum, lends about 15,000 volumes a year to the students whether resident or not in the college; each work is lent for six weeks, but to no one out of the city unless the borrower be actually engaged on a literary work. At Ypres, a library containing from 9,000 to 9,500 volumes, representing about 3,400 works (without counting pamphlets), is divided into two parts, viz.: *a.* the true "library" books, which are only lent to the class of important personages, and *b.* about 1,500 or 2,000 volumes of less value, are lent indiscriminately. At Stockholm, a library of 80,000 bound books, growing at the rate of 8,500 volumes a year, and open daily from eleven till two, lends about 6,000 annually.

In university and other corporation libraries, books are sometimes lent upon the introduction given by a particular professor or curator, who becomes responsible; and most libraries of societies are lending libraries for the members. In the Edinburgh University library, twenty-five volumes are lent at a time to any individual member.

It is true that the experience of some libraries shews that the loan of books, if not prejudicial, is at least inconvenient, from the necessity of careful applications for their return, yet in the university city of Ghent, between 5,000 and 6,000 volumes are lent in a year without any damage or loss. It has been calculated that a loss of about five per cent. on the books annually added, may be stated as the average reasonable depreciation of a lending library; and this loss and disadvantage may be chiefly ascribed to the want of good regulations, especially as to period of loan and vouchers of respectability, which would secure the library from any loss, except that of fair wear and tear, which must always be attendant upon the system, and forms the most considerable objection to it; Sion College library has not, in twenty years, lost twenty-five pounds worth of books out of a collection of more than 35,000 volumes. In Paris, great loss has resulted from the insufficiency of the regulations respecting the return of books, and it is reported to be notorious, that a considerable number of books upon one subject have been absent for years without being returned. In the New York Mercantile library, from ten to twenty copies of many books are worn out in the first five years of their circulation; in fact, more are damaged than lost.

It is recorded that in the United States, a library, once a lending library, has hardly ever ceased to be so; though some libraries, once public, have nearly ceased to be so. Complaints have been made in some cities about abuses in lending libraries, but they may be supposed to arise in consequence of inadequate regulations, and might have been obviated by better management; there should certainly be an assurance of responsibility equal to double the value of the book lent out; the Philadelphia library lends to any one depositing three times the value of the work, and paying sixpence for its use; and University College in London, lends to its students on a deposit.

The experience of the Mechanics' Institutes in the midland counties shews, that the circulation of each volume in their libraries amounted to six issues annually: at Liecester, a library of 8,000 volumes showed 13,000 issues, and, subtracting books that do not go out, the average was perhaps thirteen or fourteen issues per volume a year; but at least three times the number of volumes may be taken safely, as the average of the total issues.

Some libraries refuse to issue works in folio, or such as are too heavy to be easily carried; others restrict the borrower to the use of two works, and of those only five volumes altogether, and of works in several parts only one part at a time.

If the lending library be small, a register by catalogue titles, and if it be large, two registers (one by catalogue title, the other by the borrowers' names) must be kept of books lent; and it seems good to follow nearly the course adopted abroad, of filing duplicates of a ticket containing some, if not all, of the following particulars, viz.: the name of the library, the date, the number of the ticket, the press mark, &c., as given above in the form for daily use, the state of the book, the value, the penalties hereafter named, the date till which it is borrowed, the signature and address of the borrower, his authorization of delivery, and the signature of the librarian acknowledging its return; the book must be supposed to be in good condition if not otherwise expressed upon the ticket when it leaves the library, and must be returnable upon demand, even before the expiration of the time stated, however short a time it may have been out of the library; so that, in fact, the borrower gives a bond to the library, and is only to be acquitted of the possession of the book, by receiving the librarian's dated signature to the ticket, to which he is not entitled until the book has been examined upon its return.

The general duration of the loan varies from fifteen days for an octavo and less sizes, and thirty days for all above; to terms of one month for all sizes, but in some libraries three months is allowed; and if the works are not returned upon the first demand, the librarian, or the committee, should refuse another loan to the offender for at least three, and not more than twelve months. Books may perhaps be safely lent for two months, but if asked for by another person after the first fortnight, they should be, as a matter of course, demanded by the librarian; even persons employed in the library should not be allowed to borrow without passing through these forms; the borrower must be a known person, an inhabitant in the town, and able, if the books be lost, to replace them; strangers and foreigners wishing to borrow, may be expected to produce a recommendation from a person who will become responsible. No book should be redelivered to the same person, until the expiration of a week from its return; at the very least it must go back to the library and be taken out by a fresh ticket, and the last person using it should be postponed to any fresh applicant. Also no book should be out during the holidays, when the registers should be cleared, a survey of the library made, and a report prepared by the committee. It would be very useful also to arrange, that all subjects of dispute as to peculation or damage should be atbitrated by some fixed person.

The duties generally imposed upon the librarian of a public museum are, to keep the library in order; to see that books are forthcoming when asked for; to have them bound by leave of the committee, and well preserved as far as the funds allotted for the purpose will allow; to class the works according to the arrangement adopted by the owner or committee; to keep the registers of accession and loan, the inventory of objects and catalogues; to recommend and advise the committee as to works for purchase; to buy the books that may be ordered; and to report from time to time on the collection. Whoever is entrusted with the direction of a large library, should particularly apply himself to the recommendation of works which sooner or later will be asked for, and consulted with profit, by men who desire to examine things thoroughly. He is also sometimes, and should perhaps invariably, be made responsible for losses which he does not trace to the offender. In some foreign libraries, it is expressly counted amongst the regulations that the librarian is to be polite, and that he is not to be absent, except from illness, for more than one space of service at a time. All orders to his subordinates should pass through his hands.

The possession of a good catalogue is of more importance to the readers and consultors of a library than to the librarian himself, be-

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cause, if that gentleman be at all equal to his task, he knows the books and their places perfectly well. M. Van de Weyer's opinion is expressed in these words, "The librarians who seem to underrate the value of catalogues, want to make themselves personally indispensable." With respect to the catalogue, as well as to the arrangement of a library, every error is a great danger, which cannot be avoided except by having a sufficient number of clerks to take up every book as soon as it arrives at the library, and by employing sufficient space to place the books suitably from the commencement, when they may actually become a sort of classed catalogue in themselves. Every acquisition should be collated, numbered, and entered in the registry of arrivals, and be stamped with the name of the library on the title and on several other pages; the use of the register is to shew the rate of additions, their prices, the circumstances under which they were received, and their state; it also forms a check upon the librarian, by shewing the date of entry in the catalogue. When stamped, the librarian has to indicate the number, class, division, and section, title and author's name, on the blank form prescribed in the catalogue, and to place it among its companions. The act of giving a location appears to be the great source of trouble to librarians; when placed to the satisfaction of the official, he has to mark, on the inside of the book and on the form, the notation of its position in the library; it is then ready for delivery to the readers, who of course cannot get it until it is entered in the catalogue or catalogues. There are many ways of conducting this part of the librarian's business, but if the book be stamped within three days of its arrival, and in as many weeks be entered in the catalogue, the librarian should be considered to work well; in some cases three months is not too much for a decision on a difficult book. The system of carbonic ink, or manifold writing, offers many advantages by abolishing the delay and errors arising from a large staff of clerks. It enables a librarian, who understands, and will do, his duty, the opportunity of making as many sorts of catalogues as he pleases. He has,

1st. A registry according to numbers, which shews the date of the arrival and stamping of every book, its price, donor or seller, state, class, division and section, position in library, and date of entry in catalogue.

2nd. An inventory, called a hand catalogue or press catalogue, according to the position of the book in the library, which will shew at every survey whether any book be missing, and if so, whether it is to be found in the registry of arrivals. This, and perhaps the preceding one, should be kept in duplicate at the Town Hall.

3rd. An alphabetical catalogue by names of authors.

4th. An index of anonymous works, and of the many different subjects of which some account is to be found in the library.

5th. An alphabetical catalogue by titles of subjects.

6th. A classed catalogue, with observations upon the books, as to price, rarity, printers, binding, contents, value, &c.

In these four last, the same book may be entered many times, and the catalogues may be very voluminous; but the essential feature of the establishment of a library, public or private, large or small, *i.e.* the saving of time to the reader, is more certainly accomplished: in such catalogues, a judicious librarian will even insert the popular names of books.

The fourth catalogue is mentioned particularly as being suggested by that in the catalogue of the library of the London Institution, of which the "Introductory Preface" contains some good remarks on the importance of classed catalogues. It is not without deference to this and the other systems of classification, that Brunet has been taken above as a model; but one recommendation of it has great weight, namely, that it is a work which is sure to be in every large library, whereas there is no certainty of finding the works of the authors of more than *thirty other systems*. Such was the number examined by the Royal Dublin Society (a trouble how rarely likely to be taken!) which adopted an alphabetical catalogue by names of authors and popular titles, with a classified index at the end, for a library of more than 10,000 volumes.

In the only published volume of the new printed catalogue of the library of printed books in the British Museum up to 1839 (fol. London, 1841), the ninety-one rules, approved by the trustees, are given at full length. Audiffredi's commencement of the catalogue of the Casanate library at Rome, is quoted by M. Panizzi with approbation. Watt's Bibliotheca Britannica is an example of the catalogue alphabetically arranged by titles of subjects; it may be said, that nearly all classed catalogues ultimately resolve themselves into catalogues by names of authors.

The want of accurate catalogues is stated by M. Guizot to be one of the chief causes of the losses in the lending libraries of France; and this danger is obviated in the United States by the course adopted in nearly all the libraries containing more than 1,000 volumes, of having a printed catalogue. The New York State library publishes a catalogue every five years and a supplement annually. Whether it be reprinted every five or ten years, a printed catalogue is a desideratum which may easily be obtained for the largest libraries in the world; and if the library be well managed, although the publication of the catalogue may be attended with some expense at first (if such publication has been delayed too long), yet the formation of the catalogue need not be costly.

VICTORIA, AS A QUEEN, A WIFE, AND A MOTHER.

The following passages are from a sketch of Queen Victoria, written by Mrs. S. J. Hale, for the *Woman's Record*. The interesting view in which the Mother of the Queen appears will be readily appreciated; a noble woman truly, to whose wisdom and fidelity the virtues of Victoria are a lasting tribute of honour:—

Victoria, the reigning Queen of Great Britain and Ireland, was born at Kensington Palace, May 24, 1819. Her father was Edward, Duke of Kent, fourth son of George III., and her mother was Victoria Maria Louisa daughter of the Duke of Sax-Cobourg. Left a widow when her delicate infant was about eight months old, the Duchess of Kent devoted herself to the great purpose of training her daughter to be worthy of the crown which it seemed probable that she might wear. Queen Victoria is, therefore, the exponent of female nature rightly cultivated for the highest station a mortal can inherit by birth. The means by which this instruction was perfected, and the results to humanity, are studies for the statesman, philosopher, and christian.

In our brief sketch we shall only allude to some of the small circumstances, yet really great events, because influencing a mind that was to have a vast influence on other minds. The ordering and training of Queen Victoria was entirely the work of her wise-hearted mother, and chiefly accomplished by female agencies. That her education was of the highest and most perfect order for her station, there are ample proofs; it has given to the greatest monarchy in the world, the best sovereign the world contains; the best of her royal line; the best, morally speaking, that ever sat on England's throne. More than this, Victoria was trained to perform all her duties; she is an accomplished lady, as perfect in her feminine, as in her queenly character; a dutiful daughter; a loving wife; a watchful mother; a kind mistress; a generous benefactor; an exemplary Christian. There are no startling contrasts; no weak inconsistencies in her conduct. Such uniform adherence to the right and proper, under circumstances where selfish propensities are so often stimulated and so easily gratified, must be the result of the conscientious principle early and unceasingly cultivated. In this lies the germ of all moral goodness, and the element of all true greatness. From conscientiousness, enlightened by the Divine precepts, are educed the virtues of obedience, temperance, truth, justice, mercy, prudence, fidelity, benevolence and self-control, while the sweet feelings of love, hope, and faith, whose union and exaltation form the crowning grace of piety, owe the best and holiest charm to the same principle of right. Let us see how the teachings of a mother could thus lead her child in the way of righteousness, whose end is always happiness. Before the birth of this precious child, the Duchess of Kent had shown—in the previous circumstances of her life, and particularly, in the personal sacrifices and risks she endured, when, leaving her own home in Germany, she hastened to England, so that her offspring might be British born—her deep devotion to duty, and that innate wisdom which has guided her through every task and trial. The Duchess of Kent nursed her infant at her own bosom; always attended on the bathing and dressing; and as soon as the little girl could sit alone, she was placed at a small table beside her mother's at her meals, yet never indulged in any except the prescribed simple kind of food. Thus were the sentiments of obedience, temperance and self-control early inculcated and brought into daily exercise.

The Duke of Kent died in debt for money borrowed of his friends. The Duchess instructed the little princess concerning these debts, and encouraged her to lay aside portions of money which might have been expended in the purchase of toys, as a fund to pay these demands against her deceased father. Thus were awakened and cultivated those noble virtues, justice, fortitude, fidelity, prudence, with that filial devotion which is the germ of patriotism. And thus throughout all the arrangements during the first seven years, the order, the simplicity, the conscientiousness of the teacher were moulding the ductile and impressible mind and heart of the pupil to follow after wisdom and to do the right. Love, in her mother's form, was ever round the little princess; the councils and examples of that faithful monitor, like an inspiration, served to lift up the young soul to have hopes in God and faith in the Lord Jesus Christ.

Well was it that the Duke of Kent left his wife sole guardian over his child. The Duchess could arrange the whole manner of Victoria's education and superintend it. She did do this. From the day of her husband's death till Victoria was proclaimed Queen, the Duchess of Kent never separated herself from her daughter. They slept in the same apartment; the first lessons were given by maternal lips, and when careful teachers were employed, still the mother was present, sharing the amusements and encouraging the exercises and innocent gaiety of the child. Thus was Victoria trained. Her intellectual education was as thorough as her physical and moral. From her

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cradle she was taught to speak three languages—English, German and French. In her fifth year, her mother chose as preceptor for the Princess, the Rev. George Davys, now, through the gratitude of his pupil, Bishop of Peterboro'. In the co-operation afforded by this gentleman with the wise plans of the Duchess for her daughter's instruction, he evinced great excellence of moral character, and his faithfulness was well rewarded. The Duchess confided in him fully. When the Princess became heir-presumptive to the throne, and it was intimated to her mother that some distinguished prelate should be appointed instructor, and Earl Grey named the Bishop of Lincoln, then was the conscientious and truly noble mind of the Duchess displayed. She expressed her perfect approval of Dr. Davys as her daughter's tutor, and declined any change; but hinted that, if a dignified clergyman were indispensable to fill this important office, there would be no objection if Dr. Davys received the preferment he had always well merited. He was soon afterwards made Dean of Chester. Such traits deserve notice, because illustrative of the good influences which surrounded the young Princess, and also because they exhibit a constancy of woman's esteem when gained by worthy conduct.

Besides her preceptor, Victoria had an excellent instructress, the Baroness Lehzen, whose services were likewise retained through the whole term of her education; and the long harmony so happily maintained between the mother and her auxiliaries in this important work of preparing a Sovereign to be worthy of a throne, is an example worth consideration by those who would seek the best models for private education.

It has been stated repeatedly and never contradicted, that the Princess Victoria was not aware of her claims on the succession till a little before the death of her uncle, George IV. The Duchess had thus carefully guarded her child from the pernicious flattery of inferiors, and kept her young heart free from hopes or wishes which the future might have disappointed. When the accession of King William placed her next the throne, she had completed her eleventh year, "and evinced abilities and possessed accomplishments very rare for that tender age in any rank of life," says an English author. "She spoke French and German with fluency, and was acquainted with Italian; she had made some progress in Latin, being able to read Virgil and Horace with ease; she had commenced Greek, and studied mathematics, and evinced peculiar aptness for that science of reality; indeed, in all the sciences connected with numbers, the royal pupil showed great skill and powers of reason." She had also made good proficiency in music and drawing; in both of which arts she afterwards became accomplished. Thus happily engaged in acquiring knowledge of every kind necessary for her royal station—among which the knowledge of the people was not neglected, nor the arts, sciences, and employments which most conduce to the prosperity and advancement of a nation—his young Princess passed the intervening years till her majority, May 24, 1837. The day was kept as a general holiday throughout the kingdom. The city of London voted addresses of congratulation to the Princess Victoria and the Duchess of Kent on that occasion, which we notice in order to give a few sentiments from the reply of the Duchess. She said: "The Princess has arrived at that age which justifies me in expressing my confident expectation that she will be found competent to execute the sacred trust which may be reposed in her; for, communicating as she does, with all classes of society, she cannot but perceive that the greater the diffusion of religious knowledge and the love of freedom in a country, the more orderly, industrious, and wealthy is its population; and that the desire to preserve the constitutional prerogatives of the crown ought to be co-ordinate with the protection of the liberties of the people."

In four weeks from that day, the sudden death of William IV. gave the sovereignity of the British Empire to this young maiden of eighteen. Beautifully has she fulfilled the expectations of her mother, and the hopes of the nation. The manner in which the Duchess relinquished her power over her daughter, was a fitting sequel to the faithfulness with which she had exercised it. The great officers of State and privy councillors, a hundred or more of the nobles of the land, assembled on the morning of June 20, at Kensington Palace. They were ushered into the grand saloon. Soon Victoria appeared, accompanied by the officers of her household. After the Duchess had seen her royal Daughter enthroned on a seat of state prepared for the occasion, she withdrew and left the young Queen with her Council. From that hour the Duchess treated her august daughter with the respectful observance which her station, according to court etiquette, demands. No more advice, no further instructions, not even suggestions, were ever offered. Doubtless, if the Queen seeks her mother's council in private, it is always given in love and truth; but the good seed had been sown at the right time; it put forth, by the blessing of God, spontaneously. The soul, like the soil, must bear its own harvest.

On the 17th of June, 1837, the young Queen made her first public appearance as sovereign over her realm; she prorogued Parliament in person; never was the act done more royally.

On the 28th July, 1838, she was crowned in Westminster Abbey. Never were the long and tedious ceremonies more gracefully endured. From that time onward there has been no diminution in her zeal. Every duty devolving on her, every form prescribed, every custom held important in the old and cumbrous British Government, Victoria has performed, observed, and cherished. She has been the model of female royalty. But this is a trifling matter, compared with the salutary influence her high principles, refined taste, and graceful propriety of manners have wielded over those who gave the tone to fashionable society in England. Vice and folly retire abashed from her presence.

Great Britain is governed by laws, but the ruler is not amenable to these laws. Hence the importance that the sovereign should show obediedce to the laws of God, from which the morality of all Christian codes is educed. With wickednese on the throne, pollution in the palace, infidelity at the head of the Church, how can the nation increase in piety, virtue and goodness? The great blessing of a female reign is in its purity of court morals, and in its decorum of manners. These strengthen the religious elements of human nature, and give the soul the supremecy over sense.

This example of strict virtue on the British throne was imperatively needed; hence the great blessing conferred by the reign of Victoria, who is, in her private life, a model for her people. She was married on the 10th of February, 1840, to her cousin, Prince Albert, of Saxe-Coburg, who had been for a time, her associate in childhood; and whose development of character and talents has fully justified the wisdom of her choice and the worth of her influence. The union was one of mutual affection, and has been remarkably happy and fortunate. The royal pair have eight children:—Victoria Adelaide, Princess Royal, born November 21, 1840; Albert Edward, Prince of Wales, born November 9, 1841; Alice Maud Mary, born April 25, 1843; Alfred Ernest, born August 6, 1844; Helena Augusta, born May 5, 1846; Louisa Coroline, born March 5, 1848; Arthur Patrick, born May 1, 1850; and another son, born April 9, 1853. All these children are carefully trained under the supervision of their royal parents, and the family of the Queen is one of the best governed and guided in England.—*Morning Star.*

THE CLASSICS AS A GROUNDWORK.

The study of Latin and Greek has been objected to because it is a mere study of words. A study of words! and what study could possibly be more important? That the classics force us to study them is one of the principal things to be urged in their favour. A distinct conception of the force and meaning of individual words must be at the root of all mental acquisitions. What exercise, what habit better than that of not resting without a precise idea of their first origin, and of their full value! The world has been filled with errors from the want of this: an indistinct conception of words, says Reid, has been a far more common source of mistake and misunderstanding among men than wrong judgment or incorrect deduction. No one who has marked the sad waste of time and reasoning caused by misconception, or an ambiguous use of terms—no one who is accustomed to read carefully, or to observe the progress of false opinions, and the immense and often political importance of a single word, will deny this. Bacon has devoted an important section of his great work to the evils that arise from a misapplication and misapprehension of language; and Plato, with an eye to these errors, has even said, "I will account him a god who can properly divide and define." No pains that we can take are too great to check the loose, careless, and vague applications and understanding of words. *To ascertain their meaning as a business, and as a habit, by reference to sure authority*, and not to pick it up by the imperfect and chance inductions of a limited experience, is surely an object worthy of our most anxious care. To seek as far as he can the primary meaning of a word, and to see how it runs into its other significations, is at first a necessity, and then becomes a habit, with the young student of Latin and Greek. He begins at first with no notion of the meaning of his words at all—to ascertain them must be a distinct business, and to this he is forced to apply himself before he can advance a step. On turning to his dictionary he finds, probably, first the usual signification of the word, then its various deviations, and as a key to all, its root—thus putting the associating principle on a good track. At the same time he will be making in most cases an advance to the understanding of forms of the same word in three at least of the Modern European languages. No one ever yet met with an intelligent teacher of the languages of Modern Europe, who did not most gladly and eagerly appeal to any knowledge which his pupils had previously acquired of the Greek and Latin.

But not only is the habit most important, of not resting till the right meaning of individual words is discovered—there is another habit which is equally so—that of giving a distinct attention to *every word* in a sentence. This is done literally when we commence learning a new language, and though the closeness of attention may be diminished as progress is made, still the discipline is kept up far more than would be the case with our own language, to which, nevertheless, we may fairly anticipate that the habit will be in a measure transferred.

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How common is it for persons, whom we know not to be remarkably deficient in the power of recollection, to lay down a book and lament that they scarcely remember what they have been reading. This is, in most cases, the effect of a want of early discipline of the attention, of that injury which the mind receives from the indulged custom of reading cursorily—a practice so much encouraged by the great supply of light literature in the present day, that we ought to take every means in our power to counteract it. When we come with this habit to the purusal of a book of real weight and value, it often happens that the use of some term escapes us which affects the purport of the entire work, and which we might have understood, but which we have not noticed. Thus a very few words easily escaping a careless reader materially qualify the sense of nearly all the political writings of Burke, and of course many instances of the same kind might be brought forward.

The benefit, in many cases unacknowledged and even unsuspected, which the mind of the upper and middle classes has received from the cultivation of the principles to which we have been referring, through the medium of even indifferent classical instruction, we believe to have been incalculable. We can in some measure judge of what the effect of the entire removal of this kind of discipline would be, by observing the minds of the class usually called uneducated; of course we do not mean here the lowest, the absolutely ignorant. Even in the case of persons whose faculties are naturally good, and where these have been to a certain extent exercised by ordinary and casual reading, every man must have observrd, say in the instance of his more intelligent servants, the extreme difficulty of keeping them to a point; and how they are carried away by the use of a word, however kindly meant, which seems to attack their prejudices. It may also be observed we think in the case of this class that, even where the strongest natural sense is shown in what *they originate*, the moment you attempt to introduce your series of ideas, you often find them at fault, though your words may be as intelligible as you can make them. Individuals of this class have often been instructed in reading, writing, and arithmetic; and we know not how to account for this marked difference, if it be not from the absence of that exercise of the reasoning faculty which is called forth by the analogical study of language. Nay we are inclined in some measure to refer what is sometimes considered to be the defect of the female mind, namely, a want of the power of close reasoning, to the absence of that particular discipline in accuracy and analogical deduction which is forced upon boys in the close grammatical study of an ancient language. Sheffield, in one of his essays, observes, "Women are thought generally by nature to be much inferior to men in understanding, but I believe the difference lies mainly in education, by which they give us great odds, and yet I know some that can hold up the game pretty well against us."

Another valuable exercise of the mind, in the study of a language not our own, is the quick transference of thought and the mental readiness which it requires, all in obedience to certain laws.

Take the construing and parsing of a Latin sentence of eight or nine words, the simplest you can find, and observe what has to be done The general sense of the words has to be remembered, and a particular sense with reference to the context has to be selected, this perhaps qualified by adverbs, &c.: their mutual dependencies, as agent and object, have to be observed, and the relation of the agent to his means or instrument, and all must be referred to the general rules or laws of the language; how often is the mind here called upon to change its direction, and to make a prompt use of some its most valuable powers, attention presiding over them all!

And here it may not be out of place to observe that these mutual dependencies of words are, in the early Latin subjects, simple and distinctly marked out, and easily ascertained; the idioms not reducible to regular rule being at first very rare, but increasing in number as the student advances to those authors who have borrowed some of their constructions from the Greeks, especially Horace.

In childhood, we see the tendencies of studies and their palpable effects, and we have often noticed in those who have more than usual power of consecutive thought on abstract and uniform subjects—good arithmeticians for instance—a want of that power of the ready transfer of thought upon which we have been dwelling, and which is so important for many of the ordinary purposes of life. We ought not to be silent either upom the wholesome and corroborating effect of the great frequency of confirmation which a boy receives in every case in which his decision has been correct, or of the moral effect of the quick decisions which he is obliged to form. His master approves or is silent, and the boy goes on firmly and confidently. This is an advantage which perhaps no other study possesses to the same extent with that of language, when learnt on strictly grammatical principles. To the very young this frequently recurring and just encouragement is especially beneficial, far more so than any pampering applause, or that direct commendation which soon looses its effect if very frequently repeated; here, as in after life, the silent is sometimes the highest approbation, and perhaps we may add the least prejudicial.

If any one can be proved to have possessed a high and orderly intellect without the means and appliances above-mentioned, or rule is neverthcless, for the majority of cases, a true and good one. We may say, in the words of one of our old poets, Ben Jonson—

> "But because some are able to leap ditches,
> We must not all shun to go over bridges."

J. F. B.

—*English Journal of Education.*

SCHOOL PREPARATION AND ATTENDANCE.

Of the numerous difficulties and discouragements with which the teacher has to contend, probably the total neglect, or imperfect preparation, of the lessons at home, and irregularity in attendance, form the most insurmountable. Every one who has thought at all on the nature of the human mind, must be conscious that attainments in knowledge are not to be made without patient and long continued application. Notwithstanding the great variety of talent possessed by different individuals, it may be safely affirmed of him who is endowed with the greatest, as well as of him who is least gifted with natural abilities, that a regular course of mental cultivation is necessary, in order that his faculties may be expanded and rendered available for the various purposes of domestic and social life.

It seems almost unnecessary to point out how essential to the good management of a large school is the proper arrangement of the scholars in classes. Now, such an arrangement is evidently unattainable, unless regularity of attendance be given. Whether it be generally the case or not, it always ought to be so; that no day should pass without some instruction being communicated, some knowledge acquired, some progress made. If this be the case, then it is evident, that by a single day's, yea, even a single hour's, absence, the pupil sustains a positive and serious loss. At all events, no class in a well-conducted school can long remain stationary; and so, if a member be occasionally absent, he must soon experience the painful mortification of seeing his companions shoot far ahead of him in the several classes to which he belongs.

It is not absolutely impossible that he may, by great exertion, regain his position, but that is a consummation rather to be wished than reasonably expected; for this among other plain reasons, that, by the time he has gone over the ground which his class fellows passed over in his absence, they have again made a farther advance; and so it often happens, that, after spending a few days in vain endeavours to reach a constantly receding goal, he gives up the hopeless attempt, and becomes a contented booby; the sound of deserved praise, so grateful to the youthful mind, has now ceased to fall upon his ear; and emulation, that noblest stimulant of the ingenious boy, no longer influences his conduct. Should the experiment be tried of joining him to a lower class, he meets with many discouragements. He feels himself degraded in the eyes of his former associates, his spirits become depressed, and the probability is, that he either remains totally indifferent, without making due progress, or refuses to give attendance at all. Such is a true picture, so far as it goes, but greatly falling short of the reality,—of the results of irregular attendance, too frequently manifested in all our schools. If, in addition to all this, there be taken into consideration the discouragements, the distraction, the vexation, and chilling effects that these goings and returnings, with the additional aggravation of its being applicable chiefly to those who, without any daily extra attention, would make little or no progress whatever, accompanied frequently, too, by the common but improper and most prejudicial practice of withholding the necessary supply of school books, must occasion to the teacher [whom the parents, by a strange inconsistency, seem still to reckon accountable for the improvement of his pupils, just as much as if they attended regularly,] it seems impossible to resist the conclusion to which a celebrated writer on education has come, that "constant attendance at school is a great hinge on which the whole machine of education turns."

But there is another and stronger light in which the matter may be viewed. The object of education is not only to communicate knowledge, but also to infuse principles and form habits. If it were possible to furnish the mind by instantaneous inspiration, with all that knowledge which is actually obtained only by persevering application to study, it is by no means certain that such a consummation were desirable. The labour of acquiring the knowledge is as useful as the knowledge itself which is acquired; just as the exertion of climbing a hill is of as much benefit to the valetudinarian, as is the regalement of the prospect, and the breathing of the pure air on its summit. It may be safely affirmed, that a man is not more benefitted by the ability to read, write, and calculate, than by the habits of application that are formed in the acquiring of these powers; so that even if all the instruction communicated in school could be gained by the irregular as well as by the regular attendent, the former is still a greater loser,—the loser even of that habit of application and punctual attention to duty which is not of less value than a mind stored most richly with the soundest information. It is scarcely credible to what an extent our characters as men are affected by the circumstances in which we are placed in

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our early days. It is generally thought indeed that the influence which is exerted upon the mind during the first eight or ten years of existence in a great degree guides the destinies of that mind for time and eternity.

It has been said with much truth, that "the boy is the father of the man;" for it is not more contrary to nature to expect the fruit of a tree to be of a different kind from the seed, or the young of animals to be of a different species from their parents, than to expect that the ill-disposed boy will become a well disposed man, or the boy who has contracted habits of irregularity, and consequently of idleness and inattention to his duties while at school, will, in after life attend punctually either to his duties as a man of business, or to his higher duties as an immortal being. It is not meant to be denied that changes take place on the character after the season of boyhood has passed away; and least of all is it denied, that the Spirit of God often worketh effectually to counteract as well the bad habits as the bad principles of depraved humanity. But these things are not in the ordinary course of nature, and even when they do occur, the existence of those early formed and deeply rooted habits to which we are alluding, often costs their possessor a long and painful conflict, and greatly diminishes the amount of present happiness, if not of his future attainments. It may be stated, however, as a general rule, that we have no more reason to expect to find the idle boy become an industrious man, than to expect to gather grapes from thorns, or figs from thistles. A miracle may indeed realise either of these unnatural phenomena; and assuredly the power is not less, which will suffice to set aside and reverse one of the most powerful laws of man's moral nature—the law of habit, than that power which might annul the law of vegetable reproduction.

If then parents would have their children duly fitted for the duties of more active life, by being trained to habits of obedience and docility, perseverance and self-control; if they would have them duly qualified for any employment that requires continued attention (and they must be aware that few of the duties of active life can be discharged aright by him who applies to them only by fits and starts;) if they have any ambition that they should spend happy days and useful lives in the world; that they should be ever ready to respond to every call of duty, (and what parent does not wish this?) then it becomes them to take care that they enlist the strong principle of habit on the side of good; instead of harassing and distressing the mind of the teacher by withholding them for days and sometimes even for weeks at a time for some frivolous reason, or perhaps for no assignable reason whatever. It were surely better to avoid as much as possible all such irregularities, having so direct a tendency to impress their youthful and susceptible minds with a false estimate of the value of education, by making duty give way when it comes in contact with pleasure or amusement.—*Scottish Educational Journal.*

THE PEOPLE'S COLLEGES.

Education is by no means indissolubly connected with any particular form of government. It may flourish alike under a limited Monarchy or a Republic; but it is requisite for the full developement of either. And if we see the Tree of Knowledge exhibiting a brighter hue, or a more vigorous growth in the western world, the system of the western gardener demands our attention. If we find here, unprecedented results of mind upon matter, we may well ask, what has aroused the mind to action? What has given the impulse and direction to its movements? And what is to be their effect and result?

A deep-seated respect for learning is evinced in the constitution and laws adopted in succession by every state in the union.—To defray the expenses of preliminary education no specified tax is imposed, and it remains optional with every town, to raise the amount which may be deemed necessary; but the desire to extend education is evinced by the fact that, as the legislature specifies at least one dollar and a half as the *minimum* amount which should be raised, for every child, male or female, within the educational ages, of five and fifteen, so the amount raised by voluntary subscription, is nearly three-fold the amount required by the statute.

But the duty of preparing children for the business of life, does not, or at least, should not, end with attendance on the primary schools. This has long been admitted in reference to the learned professions properly so called; and accordingly we have universities and seminaries in which the hearts and sciences, as they are separately presented, are well and elaborately taught. But this teaching is after all, limited in its application. It produces the physician and the divine, the architect, the chemist, and the lawyer; but it does not teach, or attempt to teach, all the various branches of the business of life. This omission is now about to be supplied in the state of New York, by the establishment of People's Colleges, when the machinist, est, who now wields but little knowledge of the principles of their construction, the steam engine and other motive powers, by which such wonders have been wrought in our own day, may acquire an accurate and scientific acquaintance with the power he directs, and the forces he attempts to keep within well defined limits of safety.

So in mining, which has also come in our day, to acquire an activity and importance second to no other pursuit, and requiring the most profound scientific attainments. In the absence of such direction, how much money and time, and labour has been expended in opening veins that were certain never to prove remunerative in the production of ore; or in searching for coal, where no coal could possibly be found. How much better would it have been, that the money thus buried in the earth should have been expended in forming institutes to expel the ignorance which led to its profitless employment. When the geologist Murchison, sitting in his Laboratory in London, predicated from specimens of minerals sent him by Leichardt and Strelecki, and from maps and charts of the country, that certain ranges of mountains traversing the whole breadth of Australia, were rich in the auriferous ores, *because* the formations were identical with the gold producing Ural Mountains of Russia, he merely brought the theoretical knowledge he possessed, to bear on practical conclusions. How many hundred young men are there, on this wide continent, who in anticipation of profitable and respectable engagements would gladly devote some months to a thoroughly practical course of instruction in chemistry, geology, mining, and metallurgy, if the college with the requisite apparatus and specimens were within their reach?

We might go on from every day observation, to multiply instances of the value of such knowledge, but the facts are self-evident. It has been well observed, that the future contests of nations will not be confined to war-like encounters. The nations will have to meet in the field of Science and the Arts, and that nation will attain to the highest distinction, who shall excel all others in the arts of peace. To do this we must cultivate the human intellect. We must appreciate the value of the disciplined mind of educated labor. The American Citizen considers himself the foster-father of the orphan, and the protector of the offspring of the poor, the natural guardian of those whom heaven has entrusted to him, and under moral obligations to educate his wards. Let him see that this self imposed duty is properly fulfilled.

There has grown up of late, in this, far more than in any other land a practice of communicating knowledge by popular lectures. Every subject susceptible of being so treated and illustrated, is dealt with in turn. Anatomy, architecture, agricultural chemistry, general chemistry, geology, mineralogy, botany, electricity, galvanism, and Natural Philosophy have all, and many more, their itinerant teachers. But these lecturings are no longer confined to cities and towns. They have spread into villages and thinly peopled districts, and the demand for public teachers, qualified to unfold the truths of natural science, is growing, and must of necessity grow, with the growth of population. The People's Colleges would go far to supply this increasing and important demand, and the trustees of the proposed institutions, have rightly argued that much advantage may arise to manufactures and the mechanical arts, by the diffusion of so much useful knowledge.

We give then, our most cordial assent and approval to the objects of this movement, in which the projectors seek to afford instruction to thousands, as readily as it is now afforded to tens, or to hundreds—where the agriculturist, the artisan and the mechanic, as well as the lawyer, the physician and the divine, may send his son with a perfect confidence that he will be qualified therein to earn his livelihood, more readily and more efficiently, than he would otherwise have been enabled to do.

There is another feature in the proposed institution, which seems to us of the deepest value and importance: It is that of uniting labor with study—science with industry,—to make the student, after a brief season of mental labor and instruction, competent to defray a large portion and ultimately the whole of his necessary expenses by the labor of his own hands. The immunity thus secured from dependence on others, and the knowledge that his studies may thus be prolonged for successive years, must be precious to every independent and high-minded student. Under other and less happy circumstances, labor is made to pay for the cost of living, why not in this, when equality and fraternity are ensured by the effort between the rich and the poor members of the same class? Let it be borne in mind too, as the projectors justly tell us, that the People's College does not propose to educate men out of the sphere of labor, but into it; that is to greater efficiency in, and truer appreciation of industry.

International Journal.

The Soul.—I take it to be true of the intellectual, as of the natural creation, that it profits not a man if he gain the whole world and lose his own soul. Let not, therefore, philosophy take up our life, so as not to leave us leisure to prepare for death. We may visit Athens, but we must dwell at Jerusalem; we may take some turns on Parnassus, but should more frequent Mount Calvary—and we must never so busy ourselves about the "many things," as to forget the "one thing needful"—the good part which shall not be taken away from us.—*Hon. Robert Boyle.*

He that knows not how to spend his time hath more business, care, grief, and anguish of mind, than he who is most busy in the world.—*Thoughts for the People.*

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JOURNAL OF EDUCATION,
Upper Canada.

TORONTO: SEPTEMBER, 1854.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (upwards of 500 per month) on various subjects.

EDUCATIONAL PROGRESS IN UPPER CANADA—1853.

Statistics are sober facts. Though often eloquent, they have none of the illusion of romance. They are the pulse of national health and progress. They indicate its prosperity or its decay; and for this reason they are zealously and carefully compiled, and, by statesmen and public men, as carefully and anxiously scanned. They severely test alike the elaborate theory and the most carefully digested scheme. Viewed in this light they are of the utmost importance in testing our educational progress.

Impressed with a conviction of the present, as well as prospective, value of minute and accurate statistics in regard to the yearly operations of our national system of schools, as a basis for future improvements, the head of the Educational Department for Upper Canada has officially collected, through the local school authorities, each year, a great variety of information relating to the working of every part of that system. This information has been embodied from time to time in his Annual Reports to the Governor General, and laid before the Legislature during each Session of Parliament.

The result of these extended and minute examinations and enquiries from year to year has been in every respect most cheering and gratifying. Not that our progress has been equally certain and satisfactory in every department, or every feature of our school system; but we are now in posession of a series of yearly observations and facts, in regard, not only to our successes, but to our failures; showing alike our educational enterprize, and our culpable negligence in the performance of a public and important duty;—not only that tens of thousands of children are being trained up to intelligence and virtue in our public schools, but that thousands more never visit a school at all,* or, if they do, it is but transiently; that in our cities and towns, while every facility for education is being liberally provided by the public, numbers choose to grow up in ignorance and vice, without control or restraint, and in violation of the implied social compact between citizens and communities.

It is satisfactory to know, however, that at every test-point of our system, patriotism, and philanthrophy unite to sustain, extend and perpetuate it; and were it not that selfishness and avarice too frequently influence some parents to sanction the absence of their children from school, on the slightest pretext or pressure of business—to starve their intellect so as to enrich their pocket—the reproach which now exists would cease for ever.

One or too striking facts have become apparent in compiling a somewhat novel Table for the Chief Superintendent's Annual Report for 1853. The table consists entirely of *negatives*. It is designed to show the number of children in each county, city, and town, who *do not* attend school, the per centage of the population who *cannot* read or write, the number of sections in which *no* rate was imposed by the trustees for the support of the school, and also those sections in which *no* lectures were delivered during the year by local superintendents, as required by law.

It is a singular coincidence, as exhibited by these tables, that the facts which they reveal all bear a mutual relation to, and are the exponents of, each other. Thus, for instance, it appears, that in those counties in which a large per centage of the population cannot read and write, there is an equally large per centage of the children which do not attend school;—few rates are imposed and few lectures delivered, in this way perpetuating the very disgrace or misfortune which already exists in the locality. On the other hand, where the great majority of the people can read and write, there the absence from school is comparatively infrequent, larger rates are imposed, and more lectures are delivered by the local superintendents.

One thing is evident from this table of negatives, that those persons, who have never themselves enjoyed the advantages of education, are instinctively opposed to placing it within the reach of their children: thus proving that, although they may have acquired wealth and a degree of influence without the aid of education, they are nevertheless utterly unable to appreciate the value of that mental discipline which would doubtless fit their children for attaining to still higher positions of honour, benevolence and usefulness in their country.

The condensed statistics, which we give below, are taken from the proof-sheets of the Chief Superintendent's Annual Report, for 1853. They exhibit the following interesting facts and contrasts:—

In 1844, three years after the system was first organized, the number of common schools in operation in Upper Canada, was 2,610, (and many of them very inferior indeed,) while, in 1853, the number reported as in operation—many of which, are very superior, and all of them greatly improved in every essential particular—was 3,133, an advance of twenty per cent. The multiplication of schools however does not necessarily indicate an improvement. The policy of the Department has been rather to encourage an enlargement of the boundaries of existing sections than to multiply new and feeble ones. The result has been the extinction of many of the old schools, and the re-division of townships into more compact and stronger school sections, sustained at a less aggregate expense to the township at large. The increase in the number of good schools has therefore been about 1,000, and has taken place in new townships and in the hitherto unsettled parts of old townships.

In 1844, the number of pupils reported as attending the common schools in Upper Canada, out of a school population of 183,539, between the ages of 5 and 16 years, was 46,756; while in 1853, the number reported as attending school, out of a school population of 268,957 was 194,736; showing therefore that while the school population has not *doubled*, the school attendance has nearly *quintupled* that of 1844; or in other words: while in 1844 the school attendance was only *one fourth* that of the school population, it is now nearly *three fourths* that of the entire school population! Cheering facts certainly.

In 1844, the total amount available from all sources for the payment of teachers' salaries in Upper Canada, was £51,714 or $206,866, while in 1853 it was $524,156, or an increase of upwards of one hundred per cent. in nine years.

In 1850 (beyond which year our statistics on some of these points do not extend) the grand total available from all sources for teachers' salaries, the erection and repairs of school houses, and the purchase of school apparatus and requisites, amounted to upwards of $400,000, while in three years it reached the noble sum of $646,676, *or upwards of half a million of dollars*—more than three-fourths of which large sum was raised by the voluntary action of the people themselves, in their several localities. The additional amount reported as received and expended by grammar and other schools and colleges, was $151,240, thus making it appear that $797,916 were available for the purposes of promoting general education in Upper Canada during the year 1853. No doubt the current year will witness enterprise and zeal no less creditable to Upper Canada, and no less gratifying to every lover and promoter of his country's educational advancement.

* The returns for the year 1853 reveal the fact that of the 268,957 children of school age in Upper Canada, only 194,736 are reported as attending the Common Schools, and about 7,758 the grammar and private schools, thus leaving about 66,463 children destitute of the blessings of education.

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A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative state and progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Grammar, Private, Common, Normal and Model Schools, during the years 1842 to 1853, inclusive. Compiled from returns in the Educational Department.

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.
1	Adult population of Upper Canada	486,055	No Reports for this year were received, in consequence of a change in the School Law.	...	*622,570	...	...	725,879	...	803,493	950,551	953,239	
2	Population between the ages of five and sixteen years	141,143		183,539	202,913	204,580	230,975	241,102	253,364	259,258	258,607	262,755	268,967
3	Colleges in operation	5		5	5	5	6	6	7	7	7	8	8
4	County Grammar Schools and Academies	*25		*25	*30	*31	32	33	39	57	70	74	79
5	Private Schools reported	*44		*60	*65	*80	96	117	157	224	159	167	174
6	Normal and Model Schools for U. C.	...		...	...	...	2	2	2	2	2	3	3
7	Total Common Schools in operation as reported	1,721		2,610	2,736	2,589	2,727	2,800	2,871	3,059	3,001	3,010	3,133
8	Grand Total Educational Establishments in operation in Upper Canada	1 795		2.700	2,836	2,705	2,863	2,958	3,076	3,349	3,239	3,258	3,397
9	Free Schools reported in operation	No Rpts.		No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	252	855	901	1,052
10	Total Students attending Colleges and Universities	Do		Do	Do	Do	700	740	773	684	632	751	756
11	Total Students attending Academies and County Grammar Schools	Do		Do	Do	Do	1,000	1,115	1,120	2,070	2,800	3,194	3,936
12	Total Pupils attending Private Schools	Do		Do	Do	Do	1,831	2,345	3,648	4,663	3,948	5,133	3,822
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada	Do		Do	Do	Do	...	256	400	370	356	645	743
14	Total Pupils attending the Common Schools of Upper Canada	65,978		96,756	110,002	101,912	124,829	130,739	138,465	151,891	168,159	179,587	194,736
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools	65,978		96,756	110,002	101,912	131,360	135,295	144,406	159,678	175,895	189,310	203,993
16	Total Amount available for the Salaries of Common School Teachers in Upper Canada	£41,500		£51,714	£71,514	£67,906	£77,599	£86,069	£88,478	£88,429	£102,050	£113,991	£131,069
17	Total Amount levied or subscribed for the erection or repairs of School Houses	No Rpts.		No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	£14,189	£19,334	£25,094	£30,630
18	Grand Total available for Teachers' Salaries and the erection and repairs of School Houses	Do		Do	Do	Do	Do	Do	Do	£102,619	£121,384	£139,085	£161,669
19	Amount received by other Educational Institutions	Do		Do	Do	Do	Do	Do	Do	...	£32,834	£36,989	£37,810
20	Grand Total available for Educational purposes in Upper Canada	Do		Do	Do	Do	Do	Do	Do	...	£154.218	£176,074	£199,479
21	Total Common School Teachers in Upper Canada	...		...	2,860	2,925	3,028	3,177	3,209	3,476	3,277	3,388	3,539
	Total Male do do	...		...	...	...	2,365	2,507	2,505	2,697	2,551	2,541	2,601
	Total Female do do	...		...	...	...	663	670	704	779	726	847	933
22	Average Number of Months each Common School has been kept open by a qualified Teacher	...		7¼	8	8½	8½	9	9½	9 1/11	9 14/15	9¾	10
23	Nett average attendance of Pupils at the Common Schools, during the summer of	No Rpts.		No Rpts.	No Rpts.	No Rpts.	No Rpts.	70,459	72,204	76,842	83,390	85,161	90,096
	Do Boys do	Do		D	Do	Do	Do	38,539	39,382	41,784	44,647	45,409	48,668
	Do Girls do	Do		D	Do	Do	Do	31,920	32,822	35,040	38,743	39,752	41,428
24	Nett Do Pupils during the winter of	Do		D	Do	Do	Do	76,711	78,466	81,469	84,981	86,756	90,659
	Do Boys do	Do		D	Do	Do	Do	45,429	46,402	48,303	49,060	49,867	52,252
	Do Girls do	Do		D	Do	Do	Do	31,282	31,964	33,101	35,921	36,889	37,407

* An Approximation only—no specific information having been received by the Department.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete; but since that period they have been sufficiently so to establish a data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of *all* our Educational Institutions—Primary, Intermediate and Superior.

STATEMENT showing the Number of Volumes issued from the Educational Department to Public Libraries in Upper Canada up to the end of August, 1854.

Number of Volumes sent out during the Months of	History	Zoology	Botany	Phenomena &c.	Physical Sciences	Geology, &c	Natural Philosophy	Chemistry	Agricultural Chemistry	Practical Agriculture	Manufactures	Modern Literature	Ancient Literature	Voyages, &c	Biography	Tales and Sketches Practical L.	Teachers' Library	Grand Totals
November	168	62	16	29	15	5	9	6	9	48	30	70	20	51	126	281	4	961
December	3,990	1,540	271	877	511	229	187	126	183	789	708	2,187	417	1,047	2,791	4,89	201	20.911
January	624	279	46	143	34	30	34	29	48	151	94	289	19	291	435	54	34	3,129
February	1,290	627	125	275	237	85	106	93	65	348	201	771	59	529	738	2,25	74	7,574
March	362	164	25	62	50	27	32	22	24	103	50	211	9	182	225	55	6	2,161
April	174	101	18	34	28	13	11	16	8	42	33	111	4	96	110	31	12	1,149
May	797	472	56	112	98	45	66	40	32	156	145	502	25	201	597	1,45	44	4,946
June	936	476	79	276	95	46	100	41	23	176	306	482	26	294	478	1,25	50	5,236
July	1,601	937	159	400	208	81	160	81	38	420	505	788	24	528	919	2,32	70	9,805
August	1,028	574	92	199	136	61	106	70	24	411	415	555	...	447	677	2,30	44	7,148
Total	11,080	5,232	882	2,413	1,412	622	801	518	454	2,614	2,557	5,966	603	3,796	7,090	16,25	612	62,866

Total number of volumes sent out from the latter end of November, 1853, to the end of August, 1854,—62,866.

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Miscellaneous.

CHRIST BLESSING LITTLE CHILDREN.

BY MRS. L. H. SIGOURNEY.

It was a lonely village, girt with hills
Beyond the banks of Jordan, where our Lord
Turned from the city, to forego a while
The toils and tumults of Jerusalem.
Nature had quietly and quaintly wrought
In that wild haunt. The gray, primeval rocks
Made solemn contrast to the tender green
That mantled timidly around their base,
And to the slightly rooted shrubs, that sprang
From creft and crevice.

There, a multitude
Followed his footsteps, eager to lay down
The burdens of their mortal misery,
And He, with touch divine, had healed them all.
But then, another differing train drew near.
Whose tread, gazelle-like, told no mournful tale
Of paraletic lore,—and whose bright eyes
Wide open, in their simple wonderment
Revealed unbroken league with health and joy.
Some had been wandering o'er the pasture fields
With the young lambs, and in their tiny hands
Were the blue flax-flower and the lily-buds,
While through the open portals of their hearts,
Sweet odours led sweet thoughts in tireless plays.
Others, from shady lanes and cottage doors,
The dark-eyed Jewish mothers, gathering, brought,
Unto the feet of Christ.

"Ye may not press
Upon the Master; he is wearied sore;
Hence! Go your way."
So the disciples spake,—
As with impatient gesture they repelled
The approaching groups.
But Jesus, unto whom
The smile of guileless trusting innocence
Was dear, reproved their arrogance and said,
"Suffer the little ones to come to me;
Of such as these, my Father's kingdom is."
With what high rapture beat the matron heart,
When those fair infants in His sheltering arms
Were folded, and amid their lustrous curls
His hand benignant laid.

Oh, blissful hour!
None save a mother's thrilling love can know
The tide of speechless estacy, when those,
Whom she hath brought with pain into the world,
Find refuge with the unforsaking Friend.

Like holiest dews upon the opening flower,
The Saviour's blessing fell.
So sweet its tones
Breathed on the ear, that men of pride and strife,
The venal Scribe and boastful Pharisee,
Started to feel a balm-drop in their souls
Softening the adamant; while humble Faith
Exulted, as, through parting clouds she saw
The children's angels near the Father's throne.

SALARIES AND SERVICES.—Boards of directors should cease to estimate the value of an officer by what he will *fetch* in the clerk market. The value of a good and faithful servant is not appreciable in exact figures. Sterling honesty, sound ability, willing aptitude, and tried fidelity, are not convertible into any known species of currency. "You cannot price" them as you would a bale of cotton or a piece of calico. Rather give an officer whom you have known and trusted for years a trifle more to stay, than a stranger a trifle less to come. Rely upon it that by so doing you consult your own interest, far more work will be done (I speak as a practical man,) and better done, in a given time, by three willing hands than by four unwilling ones, whilst the same sum that would pay four badly would handsomely remunerate the three. To give to *all* in your employment high salaries is not to be expected: but to give to every officer in your service, directly or indirectly, the promise or the hope of increase according to his deserving is merely to adopt a wise and liberal policy that brings its own reward. A few well timed gifts by way of increase to the more meritorious of your officers and clerks, distributed with a just discrimination and in a kindly spirit, will never jepoardise your rate of dividend. In their renewed exertions, quickened by invigorated hopes and hearty gratitude, these rewards will bring you cent. per cent. in mere vulgar profits. Continue such timely ackuowledgments of merit with incidental promotions from the ranks to offices of trust and profit, and so keep open the door of advancement to the lowest clerk in your establishment, and you at once raise honest merit to a premium, and sink indolence, apathy, and incapacity to a hopeless discount.—*From Bullion's Management of Country Bank.*

HOW A HOUSE IS MADE.—While the speaker is bowing out the chaplain, the clerk removes the two folio prayer books, and places them in the drawer. Members who are present have the privilege of securing any particular seat for the night. On the table there are cards with the words "At prayers" printed, under which the member writes his name; and, having done this, he attaches the card to the back of the seat which he wishes to occupy. It will readily be supposed that the attendance at prayers will rise and and fall according to the demand which may spring up for particular seats. Prayers being over, the doors are thrown open, and the public admitted. The Speaker, however, continues to sit at the clerk's table till such time as forty members are present. A triangular hat lies on the table before him; he takes it up, and using it in the same way as chairmen of public meetings use their fore finger when counting "hands," counts aloud those members who have been present at prayers, beginning with the Ministerial side (the right hand side) and taking any one who may be in the gallery first. In the meantime members are dropping in, and the Sergant-at-Arms, and the other officers direct them towards the Opposition side of the house, that the Speaker may not be puzzled in his counting. If members fall short of the quorum, the Speaker waits patiently for more to come in; but if forty do not present themselves before the hand of the clock points to four, he rises and says, "The house is adjourned." If he arrives successfully at thirty-nine, he immediately pronounces "forty," himself counting for the fortieth, and proceeds to take possession of his proper chair or throne, and the house is said to be "made."

"THE RULING PASSION STRONG IN DEATH."—A late *Quarterly Review*, has a curious article on the dying moments of distinguished characters. The case of Cardinal Wolsey is well known. The morning before he died he asked Cavendish the hour, and was answered past eight. "Eight of the clock," replied Wolsey, "that cannot be—eight of the clock; nay, nay, it cannot be eight; for by eight of the clock shall you lose your master." The day he miscalculated—the hour came true. On the following morning as the clock struck eight his troubled spirit passed from life. Boerhave lay feeling his pulse till some new published work which he wished to read had arrived. He read it, and exclaiming that the business of life was passed, died. Miss Linley died singing, "I know that my Redeemer liveth." Napoleon fought some battle o'er again, and the last words he muttered were *tete d'armee;* Lord Tenterden, who passed straight from the judgment seat to his death-bed, fancied himself still presiding at trial, and expired with, *Gentlemen of the Jury, you will now consider of your verdict;* Dr. Adam, the author of "Roman Antiquities," imagined himself in school, distributing praise and censure among his pupils: *but it grows dark*, he said, *the boys may dismiss;* and instantly died. As an instance of extreme tenderness in death we may mention that Ludlow, the parliamentary general of horse, a man of iron nerves, and peculiarly hostile to all scenical displays of sentiment, mentions, in his Memoirs, with sympathising tenderness, the case of a cousin—that, when lying mortally wounded on the ground, and feeling his life to be rapidly welling away, intreated his relative to dismount *'and kiss him.'* Everybody must remember the immortal scene on board the *Victory*, at 4 P. M., on October 21, 1805, and the farewell *'kiss me, Hardy!'* of the mighty admiral. And here again, in the final valediction of the stoical Kant, we read another indication, speaking oracularly from dying lips of natures the sternest, that the last necessity—that call which survives all others in men of noble and impassioned hearts—is the necessity of love, is the call for some relenting caress, such as may stimulate for a moment some phantom image of female tenderness in an hour when the actual presence of females is impossible.

THE BIBLE.

This is a remarkable book—remarkable for its adaptedness to the whole wants and conditions of man. Well may we ask concerning the book, "Whence is it?"

Concerning as it does so much that dives down into the very depths of the human heart, showing up its wickedness, and disclosing even its secret thoughts, we are involuntarily led to the conclusion that it was the production of a superior mind. Being then, so infinitely superior to all human intellect, we are led to seek for its conception

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and authorship in the mind of that omniscient Being who knoweth the secret of all hearts. We cannot resist the conclusion that the Bible is of, and from God.

Being from God, we also know that this revelation was made to man for his present and eternal good, requiring on his part a reception of the truth it contains, and obedience to the requirements it enjoins.

Having answered the question "Whence is it?" we are also led to inquire "What is it?"

It is a book of precepts, obedience to which will secure to man that peace "which the world can neither give nor take away."

It is a book of promise, sweet indeed to the sorrowing and mourning, the penitent and the dying. It is the bread upon which the hungry may feed, and receive food and nourishment for his famished soul.

It is the blazing star of heaven, to illumine the dark and murky path of him who is seeking to enter wisdom's ways, which are ways of pleasantness, and whose paths are peace."

It is the chart which displays to the eye of the seeker the boundaries of the promised land, pointing out the shoals and quicksands in his passage to the desired haven.

It is the Book of books to the expiring saint; for he turns his dimming eyes to the glorious promises of its sacred pages, and feels that they are sure, for they are founded on the veracity of Jehovah.

TEACH THE GREATEST NUMBER.

The extent to which a teacher may multiply his power, by acting on numbers at a time, is very great. In order to estimate it, we must consider carefully what it is, when carried to the greatest extent to which it is capable of been carried, under the most favourable circumstances. Now it is possible for a teacher to speak so as to be easily heard by three hundred persons, and three hundred pupils can be easily so seated as to see his illustrations or diagrams. Now suppose that three hundred pupils, all ignorant of the method of reducing fractions to a common denominator, and yet all old enough to learn, are collected in one room. Suppose they are all attentive and desirous of learning, it is very plain that the process may be explained to all at once, so that half an hour spent in that exercise would enable a very large proportion of them to understand the subject. So, if a teacher is explaining to a class in grammar the difference between a noun and a verb, the explanation would do as well for several hundred as for the dozen who constitute the class, if arrangements could only be made to have the hundreds hear it. Now, so far as we fall short of this full benefit, so far there is, of course, waste; and it is not difficult or impossible to make such arrangements as will avoid the waste, in this manner, of a large portion of every effort which the teacher makes.

Always bear in mind, then, when you are devoting your time to two or three individuals in a class, that you are losing a very large proportion of your labor. Your instructions are conducive to good effect only to the one-tenth or one-twentieth of the extent to which, under more favorable circumstances, they might be made available. And though you cannot always avoid this loss, you ought always to be aware of it, and so to shape your measures as to diminish it as much as possible. —*Abbott's Teacher.*

IMPORTANCE OF PRIMARY SCHOOLS.

Bishop Potter remarked, before the Pennsylvania Teachers' Association at Pittsburg, in August last, that there could be but one opinion with regard to Primary Schools—that they were the most important, both as regarded the intellectual and spiritual nature—most important because they were the only schools where all the children were taught, since a great many were never allowed to remain under the charge of the schoolmaster until they reached the higher branches. The early impressions for good or evil, the affections and remembrances forming the basis for the man, and the tastes for higher branches in culture either engendered or destroyed, all conspire to make the Primary Schools the most important of the series, and from this fact he argued the necessity for the best teachers in that department of every school.

He was of opinion that the teacher of a Primary School should have a heart, a loving heart, broad enough to recognize his duty to God, and the great importance of the work committed to his hands, and to take in the truth that each urchin from the alleys, garrets, and hovels, even though he might be ragged and dirty, is the tabernacle of an immortal soul. He said that now-a-days at the early age of twelve the boys of the land began to look into and cavil about the reason of things—would think for themselves about things *told* them by fathers, mothers, and teachers. It was not so in the infant schools—there the children were inquisitive, but not skeptical.

The speaker concluded by remarking that teachers of Primary Schools should have active minds and consciences, and a good elementary fund of knowledge that they must teach. He objected to their going through the routine of duties like a clock wound up to run its regular eight days and then stop. Teachers would of necessity partake of either the nature of torpedoes or magnets; they would draw the children to them and after them, or they would repulse them. Teachers should never cease to learn, for they would never have any superfluous knowledge. Neither Professor Henry, of this country, nor Professor Faraday, of England—two of the most profound philosophers in the world—would find their great knowledge and researches useless, should they undertake the teaching of children.

THE LONDON "INNS OF COURT."

Poets have talked much of the inspiration of the fields, woods and mountains; and doubtless they have ennobling influences; but lofty dreams may be dreamt within the sound of the disjointed and ghostly chimes of St. Clement's church—those bells which are popularly supposed to be perpetually announcing oranges and lemons, but which always seem to be trying to learn the old 104th psalm, and invariably breaking down in the attempt. Noble schemes of life have doubtless been shaped in Stationers' Hall-court and Paternoster-row, and great poems meditated in Monmouth Street and other solitudes of Seven Dials. Were it not for the hideous neighbourhood by which it is in-islanded, I can conceive no town residence more delightful than Clement's Inn—that inn to which Master Justice Shallow belonged, and where he spent so merry a time. Old red-tiled houses, yet not too old for solidity and comfort; whispering trees, standing on green grassplots; picturesque gateways, ready to admit the visits of your friends, yet shutting out the noisy world, and giving you a sense of seclusion; gravel-walks for pacing up and down, while you listen to the exterior hum of life coming towards you from the Strand; these are the elements which make Clement's Inn, to my mind, a spot to be coveted. Then, for mysterious intertanglements of paths, and for a sense of close seclusion, defended towards the main approach by massive gates, what can be more admirable than the Temple? No enchanted forest in Arios or Spencer could be more secret or labyrinthine; and the bright lawn of the gardens, looking out on the moving pageants of the river, with the meditative trees and cawing rooks that seem forever dreaming of past times, and the surrounding houses, substantial and grave, yet cheerful, make up, to my thinking, a quiet nest, more delightful for being in the heart of London's vitality. Gray's Inn is stately and majestic; but it wants the grace and brightness, the ever-renewing poetry of trees; its gardens being out of sig t as one stands in either of the squares Lincoln's Inn, in the gardens of which Mr. Bickersteth used to walk by favor of the benchers, is a beautiful retirement, rendered beautiful by the noble pile of stone building, and picturesque by the rich Elizabethan architecture of a new hall; and Inigo Jones' chapel, raised aloft upon arches, with the open crypt, upon a level with the street, wherein the benchers are interred, is as good as a bit out of the "Mysteries of Udolpho."—*Dickens' Household Words.*

SUCCESSFUL MEN—THEIR ENERGY.

All men who have succeeded well in life have been men of high resolve and endurance. The famed William Pitt was in early life fond of gaming; the passion increased with his years; he knew that he must at once master the passion or the passion would master him. He made a firm resolve that he would never again play at a game of hazard. He could make such a resolution; he could keep it. His subsequent eminence was the fruit of that power. William Wilberforce in his earlier days, like most young men of his rank and age, loved the excitement of places of hazard. He was one night persuaded to keep the faro-bank. He saw the ruin of the vice of gaming as he never saw it before; he was appalled with what he beheld. Sitting amid gaming, ruin and dispair, he took the resolution that he would never again enter a gaming house. He changed his company with the change of his conduct, and subsequently became one of the most distinguished Englishmen of his age.

Dr. Samuel Johnson was once requested to drink wine with a friend. The Dr. proposed tea. "But drink a *little* wine," said his host. "I cannot," was the reply. "I know abstinence—I know excess; but I know no medium. Long since, I resolved, as I could not drink a *little* wine, I would drink not at all." A man who could thus support his resolution by action, was a man of endurance, and that element is as well displayed in this incident as in the combination of his great work.

When Richard Brinsley Sheridan made his first speech in Parliament, it was regarded on all hands as a most mortifying failure. His friends urged him to abandon a Parliamentary career, and enter upon some field better suited to his ability. "No," said Sheridan—"no, it is in me, and it *shall come out!*" And it did, and he became one of the most splendid debaters in England.

Loyola, the founder of the order of Jesuits, the courtier, the man of gallantry and dissipation, obtained such mastery over himself by labor and endurance, that, to illustrate the fact, he stood several hours, apparently unmoved, in a pond of ice and muddy water up to his chin.

Perhaps no other nation in Europe, at that time, could have won the

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battle of Waterloo except the British, because no other could have brought to that conflict that amount of endurance needed to win. For many hours that army stood manfully before the murderous fire of the French, column after column fell, while not a gun was discharged on their part. One sullen word of command ran along the line as thousands fell—"File up!" file up!" "Not yet—not yet!" was the Iron Duke's reply to the earnest requests made to charge and fight the foe. At length the time of action came. The charge was given, and victory crowned the noble standard of England.

Men of genius without endurance cannot succeed. Men who start in one kind of business may find it impossible to continue therein all their days. Ill health may demand a change. New and wider fields of enterprise and success may be opened to them; new elements of character may be developed. Men may have a positive distaste for some pursuits, and success may demand a change. None of these cases fall within the general rule. Men who have rare talents, but if they "are everything by turns, and nothing long," they must not expect to prosper. No form of business is free from vexations; each man knows the spot on which his own harness chafes; but he cannot know how much his own neighbour suffers. It is said that a Yankee can splice a rope in many different ways; an English sailor knows but one method, but in that method he does his work well. Life is not long enough to allow any one to be really master of but one pursuit.

The history of eminent men in all professions and callings proves this. The great statesman, Daniel Webster, was a great lawyer. His boyhood was marked only by uncommon industry; as a speaker he did not excel in early life. With great deliberation he selected the law as his profession, nor could he be deterred from his chosen pursuit. While a poor student, not the tempting prize of fifteen hundred dollars a year, as Clerk of the Courts, then a large sum, gained with great difficulty for him by the zeal and influence of his father, nor could all the persuasions of the father turn him from the mark he had set before him; and his great eulogist, the Attorney General of Massachusetts, is another marked illustration of resolute endurance and indomitable industry—life-long—centering in one profession, making him one of the chief ornaments of that profession, if not its head, in the United States.

The late distinguished American Ambassador, at the Court of St. James, Hon. Abbot Lawrence, whose wealth is poured out for all benevolent purposes in donations large as the sea, could recall the time when he had his profession to select, and the first dollar of his splendid fortune to earn. He chose deliberately a calling; he pursued that occupation with integrity and endurance, through dark days and trying seasons, and the result is before the world. This case affords an apt illustration of the proverb of the wise man, that a man "diligent in his business shall stand before kings and not before mean men."

The late John Jacob Astor, as he left his native Germany, paused beneath a linden tree not far from the line that separated his native land from another, and made three resolutions, which he intended should guide him through life: "1. He would be honest. 2. He would be industrious. 3. He would never gamble." He was on foot; his wealth was in the small bundle that swung from the stick laid on his shoulder. The world was before him. He was able to carry them out. His success was the best comment on his endurance.

Stephen Girard, at the age of 40 years, was in quite moderate circumstances, being the captain of a small coasting vessel on the Delaware; and part owner of the same. No trait in his character was more marked than endurance, and this element gave him a fortune.—*Hunt's Merchants' Magazine.*

GUIDE-POSTS FOR BOYS.

Guide-posts are useful by the way-side to point out the right road; and if, at the same time, they warn us of paths in which there is danger, so much the better. Let the young attend to the hints now about to be given: they may keep them from many a wrong road.

1. *Never attempt to do anything that is not right.* Just so sure as you do, you will get into trouble.

2. *When you do attempt anything that is right, go through with it.* Be not easily discouraged. Yield not to sloth or fickleness.

3. *Do not waste your money.* Perhaps you have very little; then take the more care of it. A good book is one of the best things in the world. If you cannot buy as many as you need, borrow from others, and return them safe and clean. Never let a book lie where it may be injured.

4. *Beware of bad books.* There are many; they are of no use, but do great harm. Ask some one who is able to tell you of some of the best books. Never buy a book because it is cheap; some books are dear at any price.

5. *Keep out of bad company.* "The companion of fools shall be destroyed." Keep away from idlers, swearers, liars, and Sabbath-breakers. "One sinner destroyeth much good."

WIT without employment is a disease. "*Erugo animi rubigo ingenii.*"

ANECDOTE OF PITT.

Mr. Pitt was a remarkably shy man. He was on terms of the greatest intimacy with Lord Camden, and being at his house on a morning visit, "Pitt," said his lordship, "my children have heard so much about you that they are extremely anxious to have a glimpse at the great man. They are just now at dinner in the next room; you will oblige me by going in with me for a moment."

"Oh, pray don't ask me; what would I say to them?"

"Give them, at least, the pleasure of *seeing* you."

And half led, half pushed into the room, he approached the little group, looking from their father to them, from them to their father, twirling his hat, without finding a single sentence at his disposal. So much for the domestic eloquence of an orator.—*Selected.*

DON'T OVERTASK THE YOUNG BRAIN.—Dr. Robertson says the minds of children ought to be little, if at all tasked, till the brain's development is nearly completed, or until the age of six or seven years. And will those years be wasted? or will the future man be more likely to be deficient in mental power and capability, than one who is differently treated? Those years will not be wasted. The great book of nature is open to the infant's and the child's prying investigation; and from nature's page may be learned more useful information than is contained in all the children's books that have ever been published. But even supposing those years to have been absolutely lost, which is anything but the case, will the child be eventually a loser thereby? We contend, with our author, that he will not. Task the mind during the earlier years, and you will not only expose the child to a greater risk of a disordered brain, not only, it may be, lay the foundation for a morbid excitability of brain, that may one day end in insanity, but you debilitate its bodily powers, and by so doing, to all intents and purposes, the mind will eventually be a loser in its powers and capacities.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The Galt papers state that "The people of the village of Ayr, ever foremost in the path of progress, opened on Monday last, one of the best—if not the very best,—School-houses in any village of its size in the province. The front elevation is 78 feet long and 16 feet high, with a belfry. The school contains 3 rooms, each 32 by 24 feet and an arched lobby 10 feet wide and 20 feet high from the floor. An acre of ground is being enclosed for a play ground to be divided off in the centre, so that the boys will have one play-ground and the girls another, each fitted up for suitable games. Appreciating the great value and blessing of an universal Education, the people of Ayr, in addition to building a large handsome and commodious School-house, have opened wide its doors to all, by making the knowledge and instructions to be given within its walls *Free*—just as it should be—free as the air of Heaven. The teacher takes charge of the Ayr School on the 1st of January next...The Niagara *Mail* states that "the examination of the County Grammar school under the management of the Rev. H. N. Phillipps was held on Thursday 27th ult. The proficiency exhibited by the greater part of the Pupils bore satisfactory testimony both to their own application and diligence and also to the care and attention of their instructors." The Cobourg *Sun* states that Victoria College closed its summer session last week. The increasing attendance at the College has rendered it necessary to add to the number of instructors; the attendance this session having been much larger than at any previous one, and there being every reason to suppose that it will continue progressive....In addition to the acts of noble generosity in behalf of Trinity College, Toronto, already noticed in this *Journal*,—We have great pleasure in stating that Robert Denison, Esq. has also founded an exhibition for Students in Divinity, or Arts, in Trinity College. The exhibition is of the annual value of £30, and is tenable for three years....The exercises in the University College Toronto will be resumed on the 2nd of October.

COUNTY OF ELGIN TEACHERS' ASSOCIATION.

The members of this body met in session in the Court House, in this town, on the 7th inst. The introductory lecture was delivered by the President, on the "self improvement of teachers, in its relation to the rank of the profession." The aim of the lecturer appeared to be, to show, that improvement in a social, as well as in an intellectual and moral point of view, must be the teacher's own work; and that all that is desirable in this respect, is

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quite attainable, and, to a great extent, in his own hands and under his own control. He insisted upon a high degree of attainment, as necessary to the teacher's efficiency, and an essential prerequisite to his elevation to that status in society to which his vocation justly entitles him. While inculcating the importance of self culture, he insisted upon the solemn duty of teachers to maintain a blameless walk and conversation; to cultivate a familiar acquaintance with the branches of Common School instruction, in order to teach them well; to educate their own minds, by entering on a systematic and well arranged plan of study; taking one at a time, and going through it in the most thorough and exact manner possible; to promote the interests of the profession, and to improve the art of teaching.—All those points were insisted upon at some length, and pressed home with a good deal of earnestness. The chair then submitted the question:—"Whether reading can be well taught without neglecting the thoughts." This question gave rise to an interesting discussion, which was carried on at considerable length, by the Rev. Mr. Fraser, the Rev Mr. Caulfield, Messrs. Treble, Campbell, Potts, Howard and Munro. The discussion resulted in the unanimous adoption of the following resolution: "That in order to teach children to read with ease, elegance and expression: it is necessary that the subjects for exercise should be level with their comprehension, and calculated to interest them." The afternoon session was opened by a lecture from Mr. Treble on the "Utility of Teachers' Associations." He dwelt upon the responsibility the teacher incurred in engaging to impress upon the susceptible mind of the child, the features of intellectual and moral beauty. He drew attention to the fact, that we have no warrant to believe, that the impressions made in the schoolroom will be effaced in time or eternity, and inferred the duty of making due preparation for the proper discharge of the arduous and responsible duties that devolve upon us, as educators of the rising young; and pressed upon the attention of those present, the opportunities that teachers' Associations affords for mutual encouragement, and for diffusing more widely the mature dictates of experience. The Association then engaged in a discussion on the best method of teaching writing, which resulted in the adoption of the following resolution; "That the practice, which appears to prevail of making beginners commence with a small, instead of a free round text hand, militates against improvement, and should be discouraged." The Rev. Mr Fraser, the Rev. Mr. Caulfield, Messrs. McLachlin, Treble, and Black, are engaged to lecture and to conduct discussioas at the next meeting, which will take place in October next.—*Weekly Despatch.*

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

At the recent prorogation of the Imperial Parliament, the speaker of the House of Commons thus announced to the Queen the passage of the Act relating to the University of Oxford:—"We have given the most attentive consideration to a measure for the good government and extension of the University of Oxford, by which certain oaths now required to be taken by students have been abrogated, provision made for the establishment of private halls, and enlarged powers given both to the University and to its colleges."....In the royal Speech from the throne Her Majesty thus graciously replies:—"The means you have adopted for the better government of the University of Oxford, and the improvement of its constitution, I trust will tend greatly to increase the usefulness and to extend the renown of this great seminary of learning."....Mr Hamilton has proposed in the House of Commons that all matriculations, degrees and certificates shall in future be free of stamp duty so far as regards the University of Dublin.—Similar concessions as regards Oxford and Cambridge are also proposed in other forms; and the Chancellor of the Exchequer has consented to the principle involved....It is in agitation to establish a university in Wales, to accomplish which it is further proposed to unite and incorporate the College of St. David's at Lampeter, the Llandovery Institution, the Brecon College and the various endowed Grammar Schools in the Principality, and that students from all the above shall be admissible for degrees in art and divinity. The idea has been mooted by the Anglo Welsh Clergymen—that is the clergymen employed in Wales where the English language is spoken and preached....There are four state universities in Sardinia, with 3,000 pupils, and over 12,000 pupils in the secondary schools. That little kingdom is trying to keep up with the age....A Cape Town correspondent of an English paper thus speaks of the recent elections at the Cape of Good Hope:—"In their respective addresses nearly all the members have spoken largely and well in favour of all kinds of improvements and reforms. Judging from present appearances, we are, ere long, to have breakwaters, docks, railroads, bridges and other public works for the advancement of commerce and agriculture, and for the developement of the vast mineral wealth of this continent. As all are in favour of education, we may expect the establishment of colleges and schools on a scale never before witnessed at the Cape; and so far as the respective Christian churches are concerned, there is to be a more equal distribution of Government grants for educational and ecclesiastical purposes. Under our New Government we are to have no State Church, no sects, no parties, as such; but every man is to be regarded according to his moral and intellectual worth, and not according to his church, nation or color. The first Cape Parliament is to assemble at the close of the present month, and we shall see."

UNITED STATES.

MONTHLY SUMMARY

The Trustees of the People's College for the State of New-York recently met at Binghampton and organised the Board by the appointment of a President, Vice-President, Treasurer and Secretary. After the appointment of various committees, the Board adjourned to meet again at Elmira on the 22nd of November next....The season of College Commencements has just closed. The interest usually excited on these occasions has been well sustained in most of the Colleges....In an oration made at William's College, Massachusetts, Hon. Edward Everett speaking of Common Schools remarked "I would rather occupy the bleakest nook of the mountain that towers above us, with the wild wolf and rattlesnake for my nearest neighbours, with a village school, well kept, at the bottom of the hill, if I must bring up my children in lazy, pampered, self sufficient ignorance."....The effort determined upon a year or two since to raise a fund of $50,000 to strengthen and improve Williams College, has succeeded so far that $28,000 is subscribed, of which $10,000 has been paid over to the college. Morris Ketchum of New York gave $5,000, which, aside from Amos Lawrence's generous benefactions, is the largest contribution to the college from any single person. Had Amos Lawrence lived a week longer, probably the whole of the desired fund would have been made up long ere this.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

A Correspondent of the Arts Society Journal, suggests the erection of a cast-iron statue of Shakespeare *one hundred feet* in height! The interior to consist of three stories on each of which, there would be an apartment eighty feet in circumference and fifteen feet high; that by an ingenious contrivance, light should be admitted at various places not visible from the outside; and the top room lighted by a roof of glass fixed in the head, and by the apertures of the eyes,—which would each be two feet wide....The M S. of Gray's *Elegy in a County Churchyard* was sold at auction in London last month for £130 sterling....The glass of the Crystal Palace, when illuminated by the Sun, can be seen at a distance of twenty six miles....The Rev. Dr. Livingston, the eminent African Missionary Traveller, supposed to have been lost, has at length reached the Portuguese Territory of Angola in Africa, Lat. 14° 10′ S., and Long. 23° 35′. He had made his way up through the interior from the Cape of Good Hope. In the course of his travels he discovered a very large river, which he navigated in a canoe, from lat. 14°, to lat. 18°. He also found that Lake Ngami is situated two degrees westward of the place assigned to it in the map. The interior of Africa, will no longer be a *terra incognita* owing to Dr. Livington's researches.....A guild of Literature and Art, projected by Sir E. Bulwer Lytton, has recently been established in England, the object of which is to encourage Life Insurance and other provident habits among authors and artists; to render such assistance to both as shall never compromise their independence, and prospectively to found a new institution, where honourable rest from arduous labour shall still be associated with the discharge of congenial duties....A complete manuscript copy of the celebrated Penal Code, promulgated by Charles V. in 1532, has been discovered by Dr. Schletter of Leipsic, in a library of that City. As fragments of this Code only were known to exist its discovery is important, as, apart from its historical interest, the Code is the foundation of the criminal law in Germany....A Mr. *Merryweather*, as stated by the *Journal de Quebec*, has been enabled to form a Barometer by means of the Horseleech. The simplest barometer has

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hitherto been, a grain of the Wild Oats. This grain has the faculty, it would seem, in an extreme degree, of gathering the moisture of the air at its earliest approach, and being connected with an index by a delicate mechanism of thread, by its subtle contractility indicates upon a disc adapted for the purpose, the degrees by which the tone of the air is disturbed by any approach of rain. The Horseleech it seems has the power or the instinct of giving infallible indications of the approach of a tempest, and the physiologist we have named has contrived the machinery for exhibiting this not only to the eye but to the ear. It acts like that of the wild oat we first instanced, by a connecting thread. The leech, disturbed by the electrical state of the atmosphere, and following its instinct, ascends a glass tube which is provided in the water; in so doing, it moves a thread which is attached to the clapper of a bell, and indicates, (it does not appear, however, in any way to measure)—the change which has taken place in the state of the air....Thomas Crofton Croker, died on the 8th of August, at his residence in Gloucester Road, Old Brompton, aged 57. He was a popular contributor to the lighter literature of England, and was in all respects an estimable gentleman. He was a native of Cork, and many of his writings related to Ireland. His last productions was a letter to J. S. Redfield, of New York, in reference to the suppressed correspondence of Tom Moore with his music publisher....St. Peter's Church, Rome, will accomodate 54,000 persons; Milan Cathedral, 37,000; St. Paul's, Rome, 32,000; St. Paul's, London, 25,000; St. Petronia, Bologan, 24,000; St. Sophia's, Constantinople, 25,000; Florence Cathedral, 24,000; Notre Dame, 21,000....It is stated that Victor Hugo is a disheartened exile in the Island of Guernsey; Lamartine is nearly forgotten; Alexander Dumas is neglected; only Guizot, Villemain, Augustin, Thierry, and Victor Cousin remain, of first class French writers, and of these last, Guizot alone is active. Thiers is occupied in writing his book on Italy and the fine Arts in the Sixteenth Century, Villemain is completing the second volume of his "Souvenirs Contemporains."....Dr. Eichhorn of Cologne, author of a highly esteemed history of German law and other similar works, has just died....The Chinese of the present day are said to have lost a curious secret. They knew formerly how to paint on their porcelain fishes, and other creatures in such a manner that these figures never appeared to the eye until the vases were filled with liquor....Italian art has just sustained an irreparable loss by the death of Paolo Toschi, the engraver, a native of Parma, who died there at the age of little more than sixty. He was not merely a first rate artist, but was highly gifted in literary and other topics. His conversation like that of Rossini, is said to have been one of uninterrupted flow of wit and humor.....A long series of photographic impressions, taken last winter in Egypt, have just been presented to the American Institute, by an American, Mr. John Greene, who has traversed that country from Alexandria to the second cataracts of the Nile. These photographic plates are very interesting in a scientific point of view, presenting as they do numerous inscriptions and bas-reliefs taken from the sombre recesses and depths of the temples of ancient Egypt, where photography has hitherto been unable to operate, and which Mr. G. has now been enabled to lay before the members of the Institute by an ingenious method of his own invention. He took their impression by the application of pasteboard, which had been softened by soaking in water, to the sculptured surface of the stone, which, when dried in the sun, presented its exact counterpart, and thus he was enabled to reproduce by photography the inscriptions and bas-reliefs faithfully incrusted in the flexible pulp. Triumphs, processions, wars, sacrifices, are all reproduced with perfect fidelity and in exact order. It is understood that Messrs. Goupil & Co., will shortly publish about sixty of Mr. G.'s views, representing the most remarkable sites, landscapes and monuments in Upper Egypt ....The building for the Paris Universal Exhibition of 1855 is of stone externally, and the contract was taken by Messrs. Goldsmid & Co., at 11,827,000f. Mr. Viel is the architect. There will be two wings, which will cost 6,000,000f. more, and various temporary buildings. The main structure is a parallelogram in three spans about 820 feet long, and 354 feet broad. The width of the centre span is 157 feet, and the height in the centre 108 feet. The gallery will stand over the whole width of the side divisions, about 79 feet....Recently as the work-men engaged in deepening the well of Sheriff Ansel Wright, on Maple Street, in Northampton, Massachusetts, discovered at the depth of seventeen feet from the surface of the ground, eight different kinds of wood—parts of the trunks and limbs of trees, and such kinds as never grow together. The following descriptions were found viz.: hemlock, white pine, sycamore or buttonwood, maple, spruce, birch, black oak and alder,—all, of course, more or less decayed. There were also found in the same place, buds of hemlock and spruce, burrs of witch-hazel, pig-nuts, which decomposed within about half an hour after exposure to the air, and one acorn, perfect. It is manifest from these specimens of draft-wood, that what are now the Northampton and Hadley meadows were once a great sheet of water, thus confirming the theory of Prof. Hitchcock.—It would seem that a depth of seventeen feet of earth could not be accumulated upon that locality, in less than a score of centuries.... Expensive experiments are going on by order of the English Government, to test the effect of shot made from antimony upon wooden as well as iron surfaces. As far as they have been tested, the destructive effects of these balls are more apparent than those arising from iron ones; for, as soon as the surface is struck, the metal, owing to its great brittleness, breaks, and the various particles consequently, become widely spread. The authorities seemed to be much pleased with the success which has attended these experiments; and it is said that an immediate supply of antimony balls will be despatched to the fleets in the Baltic and the Black seas.

MINERAL DISCOVERIES IN CANADA.

There has been much exploring done this season, on the north shore of Lake Superior and Lake Huron: and we understand that many valuable discoveries, in the way of copper and silver, have been made. Heretofore, explorers have confined themselves mostly to the shores of the Lakes; but this year, they have ventured further into the interior of the mineral regions, and have been well repaid for their trouble. Several very large and promising veins have been discovered in the region north of the Bruce Mine, and some new discoveries have been made a hundred miles or more east of that place. These localities on Lake Huron are well situated for mining, and we wish our neighbours every success in the business. On Lake Superior, a large native copper vein has been discovered on Michipocoten Island, and is now being opened by the Quebec Mining Company, and several other veins of like character have been discovered in that vicinity this season. This goes to contradict the usually received theory on the subject of copper mines on the "north shore." It has been supposed by geologists that copper would be found only in the shape of sulphurets, and that the native metal was confined only to the "south shore." It is not the first time, however, that geological theories, in regard to this region, have been disturbed by facts and discoveries.—*Lake Superior Journal.*

THE LAW OF COPYRIGHT IN ENGLAND.—The final decision of the highest judicial tribunal in England in the case of Jefferys vs. Boosey, is so important to American authors and publishers, that we reproduce an extended report of it in another column. A London firm, writing to a publishing house in this city says:—

"The question whether a foreigner can hold a copyright in this country or not is now definitely settled. You will see from perusal of the case that he cannot. It is competent now for any person in the country to print any American books—forthcoming ones, and all those which have, so to say, become vested property in this country. The consequence of the decision will be a general scramble; several of the cheap publishing houses having already intimated their intention of publishing all the works by Longfellow, Halleck, Bancroft, Prescott, Beecher Stowe, Hitchcock, &c."

It appears, however, that there is a way, after all, by which an American author may secure a copyright in England; Lord Cranworth having intimated that if a foreigner goes to England with a work, and the day after he arrives publishes the work in that country, he will be within the statute. No long residence, but a merely transient visit would seem from this dictum to be sufficient to enable a foreigner to obtain a copyright. This privilege of course can only be available in the case of future publications.—*N. Y. Commercial Advertiser.*

SCIENTIFIC OBSERVATIONS IN A COALPIT.—On Saturday, Professor Airy, the astronomer royal paid a visit to the colliery district of the Tyne in pursuit of curious and important astronomical observations. For that purpose he was taken by Mr. Mather, a scientific gentleman belonging to South Shields, down Horton pit, the deepest in the Tyne, 1,260 feet deep, to examine if it were possible to make arrangements in it for a series of delicate experiments and observations in reference to the pendulum, and the earth's action upon it there, simultaneously with similar ones on the surface, with a view to determine the weight of the earth and planets. Mr. Anderson and the other proprietors and officers of the mine gave every facility to the astronomer royal, and tendered not only the use of the mine, but their own personal services for every future occasion. Everything at present looks encouraging for these important scientific experiments.—*London Times.*

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DIGESTION OF FOOD.—The Scientific *American* says that of all articles of food boiled rice is digested in the shortest time—an hour. As it contains eight-ninths nutritious mattter, it is a valuable substance for diet. Tripe and pigs' feet are digested almost as rapidly. Apples, if sweet and ripe, are next in order. Venison is digested almost as soon as apples—Roasted potatoes are digested in half the time required by the same vegetables boiled, which occupy more than three hours and a half—more than beef or mutton. Bread occupies three hours and a quarter. Stewed oysters and boiled eggs are digested in three hours and a half—an hour more than is occupied by the same articles raw. Turkeys and geese are converted in two hours and a half, an hour and a half sooner than chickens. Roasted veal, pork and salted beef occupy five hours and a half—the longest of any article of food.

THE IMMENSITY OF THE UNIVERSE.—As a proof of what an immense book the heavens are, and also of the indefatigability of the student man in turning over its leaves, Doctor Nichol, in his work describing the magnitude of Lord Rosse's telescope, says that Lord Rosse has looked into space so tremendous, so inconceivable, that light which travels at the rate of 200,000 miles in one second, would require a period of 250,000,000 of solar years, each year containing about 32,000,000 of seconds, to pass the intervening gulph between this earth and the remotest point to which his telescope has reached! How utterly unable is the mind to grasp even a fraction of this immense period, to conceive the passing events of a hundred thousand years only is an impossibility, to say nothing of millions and hundreds of millions of years. The sun is ninety-five millions of miles from the earth, yet a ray of light will traverse that immense distance in 480 seconds, long as the distance may have seemed to be passed in so short a time, what comparison can the mind frame between it and that greater distance, which Doctor Nichol and Rosse demonstrate would require every second of that time to represent more than five hundred years! And recollect the study of astronomy is not only useful to excite the emotions of grandeur and sublimity at such discoveries, but it is the basis of navigation and of our note of time, and unites the strictness of mathematical reasoning, and the most certain calculations.

ON THE PHYSICAL STRUCTURE OF THE WESTERN DISTRICT OF UPPER CANADA.

BY W. E. LOGAN, F.R.S., AND DIRECTOR OF THE GEOLOGICAL SURVEY OF CANADA.

The Western District of Upper Canada has, at a short distance on the north-west side of it, the coal-field of Michigan, and at a somewhat greater on the south-east, what has been called the coal-field of Appalachia. The former, as has been ascertained by the investigations of the geologists of the United States, occupies the chief part of the interior of the southern peninsula of Michigan, and has a superficies of about 12,000 square miles, while the latter, extending in length from the north-eastern corner of Pennsylvania to Tennessee, and in breadth from the vicinity of Lake Erie to the sources of the Potomac, presents the greatest known carboniferous area on the face of the globe, its surface being equal to about 60,000 square miles. The rocks of the Michigan coal-field, where they approach nearest to Lake Saint Clair, and those of the Appalachian, where they do the same in regard to Lake Erie, exhibit an attitude so near to horizontality, that without accurate admeasurements, it would not be easy to detect their dip. Those between the coal-fields and the two Lakes equally do so, and those again between the Lakes themselves are, as a whole, flatter still. The Western District, thus flanked on both sides by coal measures, and showing no easily observed reason in the dip why they should not be carried across it, might induce those who had made no careful examination of the matter to entertain a hope that some outlaying patch of such measures might yet be found in that part of Canada. The ascertained structure of the District, however, shows that such a hope would be ill founded; and I propose to place before the Institute an explanation of what that structure is, illustrated by a map and section that part of the map representing a portion of the United States being copied from the works of American geologists.

The rocks comprehended in the section in descending order are—

1. Gneissoid, or Metamorphic series.	
2. Huronian, or copper-bearing rocks, perhaps equivalent to the Cambrian of England.	
3. Potsdam Standstone.	
4. Calciferous Sand-rock, Chazy, Birdseye, Black River, and Trenton Limestones.	Lower Silurian.
5. Utica Slates.	
6. Hudson River group.	
7. Median Standstone.	
8. Clinton and Niagara Groups.	
9. Gypsiferous Rocks, or Onondaga Salt group.	Upper Silurian.
10. Corniferous limestone.*	
11. Hamilton group	Devonian.
12. Chemung and Portage groups.	
13. Mountain or Carboniferous Limestone.	Carboniferous.
14. Coal measures.	

It is not my intention to give any detailed description of these rocks, but for their mineral and fossil contents, as well as their respective thicknesses, refer to the various official reports presented to the government on the progress of the geological survey of the Province, and of those of the geologists of the United States; nor shall I allude to their geographical distribution in detail farther than as occasion may require, the map being sufficient to explain it.

Taking these rocks in their general groupings, it will be perceived by the map that the Lower Silurian series, by a change in the strike from north to north-west, sweeps round from Lake Ontario to Georgian Bay, and proceeds thence by the north side of the Manitoulin Islands, and the north shore of Lake Huron, to the northern peninsula of Michigan. The upper Silurian follows them. The Niagara Limestone at the base, aids in forming the neck of Land separating and holding up Lake Erie from Lake Ontario, and continues in a ridge along the Blue Mountains, and the promontory terminating at Cabot's Head, and Cape Hurd, of which promontory the chain of the Manitoulin Islands is only an interrupted prolongation. The Gypsiferous rocks succeed conformably, running from Grand Island by the Welland and Grand Rivers, to the River Sauguine, while the superimposed Corniferous Limestone, from Lake Erie on the one side and Lake Huron on the other, is projected forward into the Western District as far as the Township of Zone. The same formation, with a projected form in an opposite direction, comes up from Ohio by the upper end of Lake Erie, and is carried north-easterly as far as the eastern side of Chatham.—Between Zone and Chatham, the Hamilton group composed of black bituminous shales, constitutes a narrow band, which runs north-westward towards Lakes Huron and St. Clair, and south-westward to Lake Erie, gradually widening in both directions in the surface it occupies, and finally merging into two rings, or irregular circular belts, one of which is rudely concentric with the coal measures of Michigan, and the other with those of the Appalachian field—of which last, however, the map shows but a small portion. Within these two rings, thus united by the band across the Western District, and between them and the carboniferous centre, the Chemung and Portage groups occupy their place, in two broad and entirely separate zones, one of them shewing itself north-west of St. Clair, and the other south-east of Lake Erie.

To any one accustomed to consider the forms derived from the intersection of surfaces, who will carry in his mind that the various formations which have been given are nothing more than a set of thick, close-fitting and, conformable sheets, which are intersected by the general surface of the country, it will be at once apparent that the ascertained geographical distribution of the formations results from the fact that between the Michigan and Appalachian coal-fields there is a flat anticlinal arch, the axis of which runs with a gentle curve, from the upper extremity of Lake Ontario by London, Zone, and Malden, to the Maume River, at the upper end of Lake Erie, and that between Chatham and Zone there is in it a slight transverse depression. This anticlinal arch is represented in the section, the line of which runs in a north-west and south-east direction from the one coal-field to the other, a little south-west of the Hamilton Shales in Chatham. The section is given on a scale of one mile to an inch, both horizontally and vertically; for it is only by using the same scale for both measurements that a true idea can be at once conceived of the very small slope in a set of strata that is required to produce important effects in geographical distribution.

It will be seen by the section that between the highest formation in the Western District (the Hamilton group) and the Carboniferous series, the rocks that are wanting (the Chemung and Portage groups) have a thickness of about 2500 feet, and without a very extensive area of these, there can be no reasonable expectation of coal.

The position of the great Lakes of the St. Lawrence, and the distribution

* What is called the Corniferous limestone, under No. 10, is intended to represent whatever there may be in Canada of those deposits which, in the New York series of rocks compose the Heiderberg series, with the exclusion of the Onondaga Salt group; and it may be remarked, that the line of division between the Upper Silurian and Devonian rocks is given as merely approximative. The true position of this line seems as yet not quite certain, but it is supposed to be somewhere about the middle of that portion of the Helderberg series, which lies above the Onondaga Salt group.

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of the rocks in connection with them, is one of the grandest and most beautiful instances to be met with, of the dependence of the geographical features of a country upon geological structure. Lake Ontario, Georgian Bay, with its continuance behind the Manitoulin Islands and Green Bay, in Wisconsin, are excavations in the same formation of the Lower Silurian series. Lake Erie, Lake St. Clair, Lake Huron, and Lake Michigan, are excavations in equivalent constituents of the Upper Silurian, while there runs a ridge separating these two sets of excavations from one another, which derives its main characteristic from the Niagara Limestone. The Chemung and Portage groups, which are composed chiefly of sandstone, have been strong enough to resist the denuding forces which have produced the excavations, and we find them forming equivalent limits to the Upper Silurian, or perhaps more correctly, Devonian Lakes. It is thus the distribution of these various rocks, which is again dependent in a great measure upon the anticlinal arch running between the two great coal-fields, that gives to a very large part of Upper Canada its present geographical form.

Let us suppose that there was the smallest possible patch of the Carboniferous series in the Western District. What would be the result? It would be surrounded, of course, by the Chemung and Portage groups. These would give around the Carboniferous centre, a broad ring of sandstone, which would reach as far as Malden to the south-westward, and London to the north-eastward, and the Western and London Districts, instead of being underlaid chiefly by calcareous, would be so by silicious rocks. The structure in connection with the coal-patch being sinclinal instead of anticlinal, the projected forms of the Corniferous Limestone would be turned in the opposte directions to those they now have, and in Canada, all the formations below would in succession be carried farther to the eastward. With the distribution of the rocks, the forms of the lakes, dependent on this distribution, would be altered. The sandstones surrounding the coal-patch would extend, with the exception of the coal-patch, across from the Michigan to the Appalachian coral-fields; and if like causes are to be supposed productive of like effects, one-half of Lake Erie and a part of Lake Huron would be obliterated, and the remaining portion modified in form. In short, the suposition of an acre of the true Carboniferous rocks existing in the Western District, requires as a consequence, the supposition of a very extensive change in Upper Canadian geography.

If it be supposed that the coal-patch might be present through the influence of a dislocation, one of the conditions of such a dislocation must necessarily be that it must produce a downthrow on one side or the other, of at least 2500 feet; and it would still be required that on the downthrow side, the wide zone of sandstone, and all the circumstances consequent on it, should follow the coal until interrupted by the fault. But if disturbances had occurred in this part of America of sufficient force to produce a dislocation of this order, it is probable that it would not be a solitary one. The strata of the district would have been tilted up to various high angles, and instead of its flat surface, dependent on the flatness of its rocks, the country would have presented a mountainous one.

Unless, therefore, workable coal seams are to be found in older rocks than those of the true carboniferous age which no ascertained facts either in the United States or in Canada, or any other part of America, authorize us to expect, it appears to be a necessary consequence of the structure of the Western District that none will be met with there. But though there are no true coal measures in the district, there are rocks which may readily be mistaken for such by observers, who unaware, when actual workable coal seams are not before the eye, how extensive an examination it may be expedient to make, and how many circumstances connected with geological structure it may be necessary to bring into harmony, before it is definitely pronounced whether a particular set of strata are likely to be associated with coal seams, are disposed to come to a hasty conclusion, founded upon the mere mineral resemblances. These rocks are the black bituminous shales of the Hamilton group. They are no doubt nearly identical in mineral character with similar shales frequently found interstratisfied with true coal measures. Like them, they in several places hold so much bituminous matter as to give a partially inflammable character to the rock, and to yield petroleum or mineral oil. Not only do they resemble them in mineral character, but also in some degree in respect to a portion of their fossil contents. Coal measures are strongly marked by their fossil plants, and in the Hamilton shales are found *Calamites*, a genus abundant in the Carboniferous rocks, though the species may perhaps be different. These *Calamites* in the Hamilton shales, having lost their interior by decay, are found compressed into flat stripes and converted into crystalline coal, as they generally are under similar conditions in true coal measures. The circumstances of the case, therefore, might occasionally deceive even practical observers, had they not other gdides in the Crustacea and Mollusca of the formation, and a traced out and ascertained place for it in the order of superposition, in which by prior extended examinations its constituent strata had become known. It has been well ascertained by the geologists of the United States, that the place of these shales in Northern New York and Pennsylvania is about 2500 feet beneath the Carboniferous rocks; and before the institution of the state geological surveys, the formation had been very extensively and very expensively examined by boring, excavation, and surface explorations in search of coal seams, but of course without success; and it is with a view to aid in preventing a repetition of such useless expenditure in Canada that the present paper and its illustrations are submitted to the Canadian Institute.—*Canadian Journal.*

UNIVERSITY OF TORONTO.

THE ANNUAL EXHIBITIONS will commence on THURSDAY, NOVEMBER 2, 1854.

The following SCHOLARSHIPS are offered for competition, amongst Matriculants:—

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Candidates for Degrees, Scholarships, Prizes, and Certificates of Honor, who have been students of any affiliated Institution, are required to produce certificates signed by the authorities of that institution; but attendance on Lecture is not required, as a qualification, by this University, except for Students in Medicine.

All Candidates who purpose presenting themselves at the ensuing Examinations, are required to transmit to the Registrar, at his office in the Parliament Buildings, the necessary certificates, on or before Thursday, October 5th.

Information relative to the subjects of Examination, and other particulars, can be obtained on application to the vice-chancellor.

Senate Chamber, Parliament Buildings, Toronto, September 9th, 1854.

☞To be inserted by all the news papers of the city twice in each week up to November 2nd.

COMMITTEE ROOM, Toronto, September 4th, 1854.

THE COMMITTEE of EXAMINERS of CANDIDATES for MASTERSHIPS of COUNTY GRAMMAR SCHOOLS in Upper Canada, having met on the above date to make the preliminary arrangements requisite for carrying into effect the provisions of the GRAMMAR SCHOOL ACT, as set forth in the 2nd clause of the 11th Section, have decided on holding their EXAMINATIONS for the present, quarterly,—on the FIRST MONDAY of JANUARY, APRIL, JULY, and OCTOBER, respectively.

The first EXAMINATION will be held in the NORMAL SCHOOL BUILDINGS, on the first MONDAY in OCTOBER next, commencing at THREE o'clock, P.M.

THOS. J. ROBERTSON, Head Master P. N. SCHOOL, U. C., *Chairman.*

N. B. All candidates are requested to send in their names to the Chairman of the Commitee at least one week prior to the first day of examination.

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JOHN PATTON Chairman *pro. tem.*

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Sept. 2 1854.

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CONTENTS OF THIS NUMBER.

		PAGE
I.	Books for Youth and Children	157
II.	Present system of Local Inspection of Schools inefficient	162
III.	Value of Colleges and Academies	163
IV.	Editorial.—1. Lord Elgin and Education in Upper Canada. 2. To Local Superintendents	164
V.	Miscellaneous.—1. The late Lord Tenderden 2. Preservation of the Mental Powers. 3. Wars since the Revolution of 1688. 4. It's what you spend. 5. Bee Culture. 6. The Penitent Scholar. 7. Truancy. 8. Are the Bible and Prayer entitled to any part of school time? 9. Statistics of Alcohol. 10. Books. 11. Singular Contrast. 12. University of Prussia. 13. Making your pupils love you. 14. Man likened to a book. 15. A Fragment. 16. The Age to begin School. 17. The direction of the youthful mind	166
VI.	Educational Intelligence.—1. British and Foreign. 2. Public Schools in England. 3. Ragged Schools in England. 4. Cardinal Wiseman as an Educational Lecturer. 5. Lord Brougham's Resolutions on National Education in England. 6. German College Commencement. 7. United States Monthly Summary. 8. Pennsylvania School Statistics	168
VII.	Literary and Scientific Intelligence.—1. Monthly Summary. 2. Archæological Discovery in Quebec	171
VIII.	Advertisements	172

BOOKS FOR YOUTH AND CHILDREN.

We extract the following from the *North British Review* for August last. The subject treated is an important one; and at this particular time, in connection with the public libraries established in almost every County in Upper Canada, it is one of especial interest. The extracts which we give contain the philosophy of the reasons which induced the Council of Public Instruction to concur in placing on the official catalogue so many books relating to "practical life," in its lighter as well as its soberer phases,—its duties, amenities and responsibilities. The article will amply repay a perusal, coming as it does from a proverbially cautious source. Its happy illustrations and eloquent defence of, and plea for, the youthful tastes and instincts of youth will enlist the sympathies of every intelligent reader. The Reviewer proceeds:—

Dr. Johnson used to say, that a boy at school is the happiest of human beings. If he had added that youth is not only the happiest period of life, but also the best, in the highest sense of the word, perhaps there would not be given so general a consent as to the maxim which he has enunciated. Graceful, engaging, interesting, every one would allow it to be. The dewy freshness of the morning, the soft fragrance of spring, the tender beauty of a budding flower are the images that naturally belong to that stage of existence. The gradual change, mournful as it is to witness, the fading bloom of gentle unsuspicious innocence, the cold numbness stealing over the generous instincts, instead of awakening vain and querulous repinings, may serve rather to impress that life is moving on to its full developement. All that is fair must fade, in order that it may be renewed in richer loveliness. While it lasts let it be admired for its intrinsic qualities, as it deserves.

Persons advanced, or advancing in life, and particularly those whose occupations involve them in the exciting pursuit of power or riches, are apt to look down upon youth as an unprofitable time,—as a mere preliminary to real life, to be despatched with all convenient speed, and then to be forgotten. They are not aware how much they have need to learn from it, and to sympathize with it. It is very good for all to dwell much in the presence of the young. The greatest and best of men have loved to do so. The strange and unanswerable questions which children are continually asking, inadequate utterances of unutterable thoughts, convict the proudest intellect of its ignorance. Their trustful and affectionate confidence in others rebukes the suspicious caution of experienced manhood. The unstudied grace of every "breeze-like notion," the gladsomeness of the "self-born carol," their free and full enjoyment of everything beautiful and glorious around them, these, and such like traits, are angelic rather than human; they speak of innocence, and happiness, and love; they say to anxious hearts, "Take no thought for the morrow,"—"Be not troubled about many things." Nor is boyhood an ineloquent teacher. Its generous ardor, its dauntless activity, its chivalrous sense of honor, its fond attachments, its hopefulness and truthfulness, its clear, bright eye, fair cheek, light and joyous frame,—but strangely unlike is all this to the wrinkled brow and heavy tread, and callousness and deliberate selfishness by which it is too often succeeded. Much, very much is to be learned from the young.

It is to be regretted, that the recollections of childhood and youth in most persons so soon grow dim and perish. In one sense, indeed, childhood is never forgotten. Love or ambition may usurp for a time a tyrannic sway over the heart, and seem to blot out all the time before; but the thought of the home of other days never fails to act like magic on the heart, the faces and haunts familiar to the child remain enshrined in the memory of the man, and command for ever an affectionate reverence.

But, if it were possible, how strangely interesting would be a voyage of discovery into those happy regions,—that "sunny land of childhood" through which we have travelled,—if memory could distinctly recall the first dawnings of intelligence, unravel the tangled web of thought and feeling which has puzzled Locke and Descartes, and analyze the complex substance of the human mind into its primordial elements; or even if Biography were more careful to trace out the records of the first fifteen years of a human life.

Some of the peculiar traits of boyhood are often overlooked by those who cater for the instruction and amusement of that strangely interesting class. Hence some of the besetting dangers of some books for children. Education, in one form or other, should be the great question

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of every age, seeing that the cultivation of his race is surely the most important work in which man can be engaged. It is professedly the great question of these times: yet, amid much useful discussion of school arrangements, and the methods of teaching, some of the less obvious aspects of the process of change, which is everywhere and incessantly going on in human minds, are, it seems, too much neglected. And the books by which they are amused and spontaneously educated are surely among the most powerful domestic influences to which children are exposed. The department of literature has worthily engaged writers of the highest intellect, who have known childhood well, and the habits and tastes of successive generations are formed by the fruit of their labors.

Before attempting to answer the question,—What sort of writing is best adapted for the young? another question accordingly must be entertained, What are their tastes and capacities? The warm and affectionate susceptibility of children, their noble aspirations, their confiding trust in others, and unselfish admiration of whatever is beautiful and good,—traits like these, with the counterpoise of such defects as restlessness,, imprudence, appetency of pleasure and impatience of pain or restraint, are manifest at a glance. But there are phenomena less obtrusive, some of which, at first sight, appear reconcilable one with another. These ought to be considered; for though from causes already alluded to, from the want of sympathy between old and young, and from the assidious assiduity with which the cares of the man imperceptibly obliterate the very different experiences of the child, it is difficult to understand thoroughly the hidden things of childhood, so as to see their unity and relation to each other as parts of a mysterious whole, yet something may be gathered. Some few scattered fragments, a frieze here, a broken capital there, may serve to remind us how fair and how wonderful the ruin must have been, while it stood a living temple.

One of the chief points of difference between boyhood and girlhood,—and it is to the life of boys that our following remarks chiefly refer,—is, that the boy is not merely, or chiefly, passing through a state of transition. With the other sex it is for the most part different. With them, from the moment of emerging from the nursery to the auspicious epoch of "coming out," too often is a dreary blank. There is no cricket, no football, nor one of the many avocations of a boy's little world to enliven it. Hence so often in young ladies an insipid and artificial tone, totally different from the independence and unworldly spirit of a boy, especially at a public school. *He* lives in a world of his own, very complete and satisfying while it lasts. However alluring may be the opening vista of "real life," and however eager he may be to anticipate the dignity of manhood, still there is very much to prize and enjoy in the present on its own account,—very much that he must relinquish on assuming the "toga virilis." It was a serious mistake in the artist to represent the sons of Laocoon in the finished proportion of little men, not with the wavy outlines of youth. It would be a similar error in any system of education, and it is one of frequent occurrence now in books written for the young, to regard them merely as *men on a small scale*, and not as they are, denizens of another world. The man, matured in years, pressing onwards to some mark—power, it may be, or money—or, at all events, aware of the grave that expects him, cannot fail to note anxiously the progress of each day. He is, as it were, borne along on a downward stream, whose waters flow more and more swiftly as they approach the sea. Meanwhile, the child is floating hither and thither on a sunlit ocean, wrapt in the unconscious security of an eternal now. This completeness or to borrow an expressive word from a foreign tongue, this "entelechy" of boyhood, results in part from the rich variety of aspects which that age presents internally. Coleridge, the poet-philosopher, says that there has never been a really great man, without a considerable admixture of the feminine—not the effeminate—element in his character. The combination of courage and modesty, of impetuosity and gentleness, of the component parts, according to the Eastern apologue, of the lion and the dove, is particularly noticeable in boys. But we must proceed to collect in detail a few of their most remarkable characteristics.

One of these is what may be most shortly expressed by a word that has come unluckily to savour rather of philosophic pedantry,—their objectivity. It may be true scientifically that the quality of colour,—the green, for instance, of a tree or meadow, resides in the mind rather than in the natural object itself; but the opposite belief is more pleasant, and is one source of the vivid enjoyment which children feel in every thing proposed to the senses. They cling to what is concrete and outward. To them every person, nay, every brute creature, every inanimate object that seizes their attention becomes an independent and individual object. The image stands within the mind in bold relief, at if it were a living thing, in causeless and self-essential individuality; for as yet there is no habit of causation, no "ætiatic" habit, as it has been called, but an unhesitating and uncritical acceptance of every thing presented. Particulars are as yet in no danger of evanescing into abstractions. They are scarcely numerous enough to require digestion and arrangement into classes. Each one holds its place by its own right in the memory, a real, actual, concrete quasi-person. And as the memory is then most impressible, so is it also most retentive then without much aid from casuality or logical relation. The fact, and the fact alone, is enough. Even a name, a proper name, is draped with form and colour by the lavish exuberance of the imagination, and seems to assert its own indefeasible fitness. Dry rules, formal and unmeaning as they seem, scarcely cost an effort to be remembered, though the principle of them, the "wherefore" of their operation, remain unexplained. From this *objectivity* comes a child's love of imitation, not only of imitating what is attractive, but of imitating every thing for imitation's sake; his aptness for mimicry and everything in the way of acting; the entire belief with which, either as spectator, or himself the tiny actor, he loses his own identity in that of the person represented. Hence, too, the fondness for pictures, not from any conscious appreciation of the imitator's ingenuity, but because the picture to them becomes for the moment the very person, or place, or incident represented.

Closely connected with the same principle of objectivity, is the unconscious pleasure that children imbibe from the beauties of nature. Their enjoyment of Nature is something inexpressible, the more rapturous, that it is unconscious, and undisturbed by any abstract speculations about the beautiful or the picturesque. Like the ancient Greeks, they seem aware of the pervading tone, whatever it may be, of the landscape, of the delicious languors of summer, or the bright crispness of a frosty winter's day. The details, too, they perceive singly and separately; but like the Greeks, they seem to be devoid of that analytic sense of the composition of the various features of the scene, which is so prominent a feature in modern descriptive poetry, especially in that of the Lake school.

How very early in life an unconscious sense of poetry begins to manifest itself, is obvious to all who are conversant with the sayings and doings of children; and close observers know well how rich a treasure of real poetical material lies formless and unnoticed in the depths of a child's heart. A few years pass on, and the tendency begins to show itself in overt acts. In the pages of a school magazine, however trashy and ambitious the prose may be, the poetry is often really beautiful. But the poetry that approves itself to the ears of youth is seldom of a *complex* kind. Deep it may be—indeed it can scarcely be too deep—provided only it be simple. The taste for melody comes before that of harmony. For this reason Shakspeare is seldom a favorite with boys; unless it be for the interest of his story. His exuberant and many-sided imagination continually leads him, as it were, into intricate and complicated "*fugues*,"—true to life and nature, he blends into one rich harmony the most apparently discordant tones; and it is this Variety in Unity that especially marks his universal genius. But boys prefer the passionate and flowing strains of poets like Byron, Moore, and Scott. Even Milton, for this reason, finds more admirers at an early age than Shakspeare.

It is quite true that boys, especially schoolboys, have a very lively sense of what is ridiculous, and still more of what is *ludicrous*. No soubriquets elaborated in after life by the ingenuity of party warfare, hit the mark so well as those at school,—launched by the careless hand and forged in an instant by the ready wit and happy versatility of boys. But notwithstanding all this playful humour, the other element preponderates below the surface. Thus Dickens is generally a greater favorite with boys than Thackeray.

One more aspect—a very important one—of this objectivity remains to be noticed, as it affects the religious state of children. Belief in them is not what Mr. Carlyle reprobates as a "sham" belief; it is not a belief that they believe. As far as it goes, it is very real indeed. But the child's idea of a future state is rather a continuation of the happy home in which he lives, than a new heaven and a new earth. He cannot conceive it otherwise, and why should he? Perhaps this consideration tends to explain, what has been called*, in one of the little books for boys, "an inscrutable mystery in boyhood;" the rapid facility with which the sorrows of repentance are effaced by returning lightness of heart.

Another characteristic of the young—one which they have in common with the fair sex—is the *personal* aspect in which they regard things; the disposition to refer everything to the person from whom it proceeds, or to whom it belongs, and to judge of it accordingly. Principles and opinions are invested by them with the associations belonging to the persons who support or impugn them. The personal authority of the teacher, his claims to affection or respect, have more efficacy with them than the independent evidence of what he inculcates. Nor

* The passage is so beautiful, that we cannot refrain from quoting it entire:—"Truly it is a mystery, that strange privilege which boyhood alone seems to possess of being at once sinful and light-hearted. It is, as it were, the mingling of the pure and the impure in the same cup, without the whole draught becoming polluted. In after years guilt has its moments of wild and feverish delight; but boys, and boys alone, can sin and be sorry for a while, and then fling aside all thought of it, and feel as though they had never sinned at all. In infancy the consciousness of sin is a thing unknown, in manhood it presses on the heart like an ever-present burden; but in boyhood it is like an April cloud, which flits over the landscape, darkening it for a while, and then passing away altogether, and leaving it as bright as ever. Of all the mysteries of boyhood this is perhaps the most inscrutable."—*Charlton School, or the Cherry Stones.*

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can it be regretted, that their reason, immature at present and ill prepared to enter into the strife of opinions, should be naturally disposed to attach itself to the guides, placed within reach by Providence, and to submit to them almost implicitly.

Again children have a quick and intuitive sense of character. They are skilful to read its hieroglyphics in the look, voice, manner, and general appearance. They feel themselves unaccountably attracted or repelled by the different persons with whom they are brought into contact; and these prepossessions seldom prove mistaken. They are great hero worshippers. Virtue to them is no lifeless abstraction—no "*bona res*"—nor yet a frigid and decorous personification. To find a way into their hearts, she must appear like the gods of Homer,—in the real flesh and blood of some great and good man. As soon as they begin to be initiated into the busy controversies of the political world, they become violent partisans. With the party to which they are attached, resides all right and goodness: out of its pale all are aliens and foes. Castles in the air, beautiful and unsubstantial, "rise like an exhalation;" or "like the airy fabric of a dream," doomed, alas, "to melt away before the light of common day." Cherished theories of Utopian perfection, and the eager pursuit of unattainable ends, lure on the willing dupe; until, as years pass away, tired of the hopeless chase, he learns to understand that to strive after good, rather than to attain it, is the portion allotted to man by God in this life.

It may be added that children are little, if at all, affected by worldly considerations in choosing their friends. Rank and riches are nothing to them, in comparison with real personal attractions. Tufthunting, or "flunkeyism," as it is now called, too often the bane of society, among the grown up children of the world, is almost, if not utterly, unknown at school. Prowess at cricket or football—feats of bodily strength and activity—deeds of "pluck" and hardihood—the value of qualifications like these may be overrated at school; but, after all, the higher excellencies of generosity, kindliness and candour, never fail to be appreciated there. The self aggrandizing spirit, which torments men in after years with a constant anxiety to form "good connexions," is powerless to infuse its base alloy into the genuine affection of early friendship.

Very heedless of consequences they often are—and scarcely familiar enough with pain and suffering by their own experience to estimate rightly what they are inflicting; but they must be acquitted of anything like intentional or deliberate cruelty. Their "love of mischief" is in the main an experimentalizing curiosity. Another accusation, brought against them—it occurs in a book full of thoughtful advice on the subject of education, "Early Influences," by Mrs. Montgomery—is, that they are not naturally truthful. It might have been supposed that, if anywhere, truth would delight to dwell in so pure an abode as the breast of little children. It would be difficult to connect the idea of falsity with their artless simplicity. The fact is, they have a strong innate sense of the badness of a lie: but the timidity and shrinking from pain inseparable from a tender age, easily avail to overpower the natural propensity to truth. Thus an appearance of insincerity is produced. A similar explanation might be applied to the national character of the Italians and Hindoos. Reserved, except to the few who understand them, children are very liable to sudden gusts of changefulness, but they are not often deceitful nor untrue.

The peculiarities of the mysterious stage of human life which we have been contemplating thus show that it is almost impossible to overrate the importance of children's books. So subtle and imperceptible is the influence of external circumstances on the inner life—so mysteriously are the links in the chain of progression inter dependent that scarcely the autobiographer himself can say positively how far the colour of his whole life betrays the dye first imparted to it in the incidental associations of childhood, and ever afterwards retained. But the coral bed is day by day acquiring bulk and coherence, while the waters pass idly to and fro above the invisible workmen of the deep. What now appears so insignificant will one day rise solid and compact above the surface;—perchance a gallant vessel shall founder there; perchance it shall become a very fertile land. So it is with the hidden growth of character. Nature supplies the raw material—the innate taste and capacity. This or that book, accidentally encountered perhaps, and devoured with the keenness of a youthful appetite, serves to kindle the slumbering energies with a Promethean spark. The gallant sailor may receive the first impulse that launches him on his perilous and glorious career from the fabled adventures of Crusoe, or the graphic narratives of Anson and Drake and Byron, which he read when a boy. The young imagination of another has feasted over the tales of Bagdad and Balsora, on luscious descriptions of the treasures of the East, or mused on the daring and successful enterprise of merchant princes in the Indies, and the result has been a life of commercial speculation. In a third the seeds of military glory have been sown by reading of Knight or Paladin, and in due time they have borne fruit. Sir Walter Scott is an instance. The tales and legends that pleased his childish fancy, though thrust aside for a time by less palatable occupations, never lost their charm, but remained with him to the last. The greatest events of history, the fate of dynasties and nations, the masterworks of art, the grandest discoveries that have signalized the march of mankind on the highroad of civilization, might thus be found to issue from some "child's book."

And yet it is often deemed an easy and trivial thing to write for children. Books *about* children it is comparatively easy to write: but it is not so easy to penetrate the secret of youthful sympathies, to captivate them and hold them fast. It is not for every harper, says the Welsh proverb, to play upon the harp of many strings. As it is, while "books for children" are innumerable, the number of really good works of this sort—skilfully adapted to meet the wants of their happy thoughtless life, is small indeed. Childhood to many persons is a sealed book, and remains so always.

It follows from what has been already said on the characteristics of children, that it is a great mistake to take pains to *write down* to the supposed level of their capacities. The fact is, that most children, if not all, are very fond of pondering with themselves the deepest and most awful subjects. The guesses of intuition not unfrequently hit the truth, just as a woman is generally right until she begins to give her reasons. So it is often with children. The wonders of the natural world—of earth and sea and sky—nay, even the mysterious questions,* which all the acquired knowledge of manhood is incompetent to answer satisfactorily, of fate, freewill, sin, happiness, eternity; infinite and perplexing questions of this kind—

> Blank misgivings of a creature
> Moving about in worlds not realised—

have a strange fascination for children. We do not mean to say that it is well to indulge the proneness towards such speculations unreservedly. But the mere fact that children find pleasure in them, shews an extent of rational curiosity and sympathy larger than is usually imputed to their age. Those who have forgotten their own childhood, and who do not care to study the ways of boys, do not know what profound aspirations are often at work within their little heads. In the infancy of Greek philosophy, when the Ionian mind, inquisitive and inexperienced as that of a child, first essayed to construct a system of the universe, it plunged into every department of philosophy, material, moral, metaphysical, at once, and mingled all together in a grotesque theological confusion. A similar process is often going on in children. There is scarcely any height or depth in thought out of the reach of their curious inquiries. In experience and method, of course they are deficient. But the reason, as distinguished by Kant and Coleridge from the understanding, already asserts its unity with that of the great human family.

Children are generally very good judges whether a book is written in good taste or bad. They have a great deal of reverence and reserve, and a wondering admiration of everything remarkable. As soon as it is laid bare by a thorough explanation and stripped of all its mystery, it loses interest for them. Perpetual explanations are not only unnecessary for them, but wearisome and distasteful. They gain more real and lasting instruction from partial glimpses,—half revealing, half suggesting, gradually leading onwards to truth in its fulness, not exposing it all at once, supplying the mind meanwhile with abundant food for meditation, than by the uninviting glare of a complete illumination.

It is a drawback from the great merit of the late Mrs. Sherwood's style of writing for children, that she too much seeks to lower things to the supposed tenuity of their understandings, by way of making everything plain and easy for them. But they do not love so meagre a diet for their imagination and dawning reason. The Athenian philosopher, of whom it has been truly said that he taught the world as one would a little child, well knew the magnetic power that resides in a teaching *suggestive* rather than *exhaustive*, in which truth is implied rather than expressed. A proverb in use among his own countrymen who told him that "half is more than the whole." And if we look for guidance to the highest example of instruction—one greater and holier far than Socrates or any human teacher—we cannot fail to observe how content he was that his words should remain only understood in part for a while, until the growing capacity of his hearers should enlarge itself to the measure of their full significancy.

We have already remarked that children are naturally disposed to receive undisputingly the teaching which proceeds from what they regard as good authority. The tone of assertion, the unhesitating tone of strong belief, has more weight with them than the most ingenious argumentative discussion. It seems intended by nature that it should be so; and for obvious reasons. Now, this habit of mind evidently requires dogmatic rather than controversial writing. But after all, we must add, that some of these books by Mrs. Sherwood are among the most popular of books for children. They are too well known to require any particular description. The most pleasant early associa-

* I never gathered from infidel writers, when an avowed infidel myself, any solid difficulties which were not brought to my mind by a very young child of my own. "Why was sin permitted?" "What a very small word this is to be saved by the incarnation and death of the Son of God!" "Who can believe that so few will be saved?"—*Remains of Rev. R. Cecil.*

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... gather round the *Fairchild Family*. The happy and thoroughly English home there revealed—the quiet pictures of rural English scenery and of the pleasant town of Reading—the evenings in the Primrose Meadow, and the stories of Mrs. Howard and little Marten, and the fair Henrie, who was trained to love God among the valleys of the Waldenses, and full of genial goodness and active fancy.

The last fault alleged against Mrs. Sherwood also attaches to the well-known and beautifully-written tales by the authoress of *Amy Herbert*. Of all the graceful stories from the pen of this lady, *Amy Herbert* appears to have the most admirers. Nor is it strange that so amiable a picture of childhood should make itself a favourite with all who take any pleasure in the contemplation of youth and innocence. Its truthfulness also, in the delineation of childish character imparts to it the charm of reality; not truthfulness merely of general outlines, but a close fidelity to nature in the nicer details of word and manner. But *Amy Herbert* fails to realize the beau ideal of a child's book. It offers a delightful employment for leisure time for older persons; full of interesting and instructive hints on the best way of training the unformed character, of pruning its evil tendencies, and of fostering into ripe maturity its budding traits of goodness; but in youthful hands there would be cause for apprehension, lest it should encourage a precocious and unhealthy spirit of self consciousness.

The principle of addressing the faculty of *reasoning*, as yet very imperfectly developed in children, to the undue neglect of their *affections* and *imagination*, is an offence of frequent occurrence, and apt to obtrude itself even into works of considerable merit.

From reasons already stated, it may be inferred, that an *indirect* mode of teaching is to be preferred for children—we mean the embodiment of abstract truth into narrative. Such a mode of writing wins its way more easily into the understanding—quickens the attention—inspires the feeling—is retained more lastingly—gives more exercise to the imagination. Nature significantly points in this direction, by the eager appetite for pictures and stories which she has implanted in children. In reading Æsop's *Fables* children often omit the "moral." But it does not follow, therefore, that they lose the point of the story. Their sympathies are enlisted on the right side; and the readiness of childhood to identify itself with the personages in the story seldom fails to make the suitable application. The lesson conveyed penetrates deeper into their nature by being received thus unconsciously; it becomes an integral part of their character by absorption—it acts more efficaciously than it would, if administered like a dose of medicine, a dry sermon after an entertaining narrative. The quiet and gradual operation of air, and diet, and exercise, is always preferable to artificial remedies. In the way of exercise, it is well known that the alternate tension and relaxation of the various muscles in a game—cricket for example, or tennis—while the mind is too much engaged in the amusement to be conscious of the exercise, is more conducive to health than a periodical walk taken deliberately for health's sake. The analogy is obvious. Ballad poetry is invariably the kind of poetry that commends itself to the infancy and youth of a people; it appeals to their senses; it supplies them with living realities, not impossible ideas; it ministers to their desire of adventure and romance. Example is better than precept, especially for children. Besides the advantages to which we have alluded, as attendant to such a mode of teaching, it must be allowed, even by the sternest utilitarian, to be no small gain—in a world so full of inevitable unhappiness—to substitute what is pleasurable for a comparatively painful process; especially in the treatment of that part of human life which seems intended by God to be a season of enjoyment while it lasts, whatever troubles may be awaiting its mature manhood.

The allegorical style has not been altogether neglected even in this *utilitarian* land. In the sense of *unpoetic*, the propriety of the epithet has been disproved by facts. Practical and inexcitable the English undoubtedly are; less capable of perceiving ideal principles than their German cousins; slower sensibility than their susceptible neighbours in France: but the best poetry is the offspring of strong and profound, not transitory passion, and speaks in the language of the senses rather than in philosophic generalizations. Accordingly there has been a goodly growth of poetry, especially of a dramatic character, both in the Northern and Southern divisions of the island. Even the allegorical vein—if less bountiful of its treasure here than in Germany, less wildly or fancifully picturesque, less spiritual, more broad and homely—has not proved altogether unproductive in England. John Bunyan is a very old instance. Many generations have experienced the influence of his vivid descriptions, couched in racy and genuine language. It would be the sign of an evil day, if ever the marvellous dreamings of the self-taught genius of Elstow should be laid on the shelf by common consent as an antiquarian curiosity. Inspired by earnest convictions and an intense devotion, they penetrate the heart; they bring a message of life and death; and they will be heard with sympathetic interest by distant generations. As a work for children, indeed, the *Pilgrim's Progress* is not faultless. The meaning of the allegory is sometimes too thinly veiled, and forces itself so prominently forward as to interfere with the appearance of reality in the story.

Persons of every religious school—even such as disapprove of the ecclesiastical tendency of Mr. Adam's Tales—must agree that few recent works are more admirable than his *Distant Hills*, and other allegories,—viewed as beautiful works of art, adapted for the child-mind The gentle and persuasive tone of such indirect exhortation to holiness, finds an entrance into every heart. The quiet and peaceful, yet not gloomy stillness which pervades his stories; and the lovely images summoned before the eye, transport the reader for a time out of the ceaseless turmoil of this vicious and anxious world; and soothe him with happy thoughts of a better state. *Agathos*, and other stories by Bishop Wilberforce, are well-known and beautiful specimens of this class.

The Four Seasons has been for some time before the Engilsh readers in a translation. *Undine*—the exquisitely fantastic Undine—is quite naturalized in the public favour. *Sintram*, another of the "four seasons," is strikingly beautiful in a different way; it claims kindred with "howling winter." *Aslauga's Knight* is perhaps the best after "Sintram," *as an allegory*. It represents the triumph of a pure and valiant faith, constant through many trials over the temptations of the things that are seen. A delicate tinge of symbolic meaning may be detected in all the tales of this author, by those who take the trouble to look for it. But, even without a distinct perception of this, his noble spirit of chivalrous heroism and spotless purity, *sans peur et sans reproche*, cannot but exercise an influence for good, however unconsciously, on the character of the reader. Tales, like his, are most in unison with the imaginative temperament of youth, and most likely to encourage its high and generous aspirations.

Hans Andersen, with his Danish legends, is inimitable in his quaint and grotesque way, especially in tales like *The Ugly Ducklitg*. As regards our own island, it must be confessed in passing, that almost all the standard books for children have come from the south side of the Tweed. But if Scotland has not produced much literature peculiarly intended and fitted for the young, at least she has given birth to her favourite poet; who revels in the legendary lore of his romantic fatherland with an enjoyment like their own; and whose vivid imagination makes history attractive and easily remembered, even for the least studious amongst them. *The Tales of a Grandfather* is a model of historic narrative for boys.

Charlton School, or the Cherry Stones has been already mentioned. It is a very good sample of a different kind of story from most of those last referred to. It is not always allegorical. The scene of it is a school. The description of the ways of boys which it contains is so true to nature—it is so full of a genial appreciation of their bright and engaging qualities—that it must be pronounced one of the best books for children in that kind. *Hope on, Hope ever!* by Mrs. Howitt, is a remarkable story, with a good moral. *Ministering Children* contains some beautiful passages, and illustrates in how many ways children may be happy in doing good. But we have already expressed our own preference for allegorical stories—or, at all events, for stories in which the actors are farther removed from the position of the reader, as less likely to promote an undue self-consciousness in children. * Whatever difference of opinion may exist on this point, however, one rule may safely be affirmed, applicable alike to all instruction, direct or suggestive, literal or metaphorical. And this is, that it should be of a positive and not of a negative character. It should dwell rather on the attractions of what is right, than on the deformity of what is wrong; it should aim at developing the good tendencies, not solely or principally at checking and eradicating the bad. For the mind assimilates itself to what it contemplates, in the same way as one human face acquires the expression of another most familiar to it. It has been noticed in the most successful preachers, that they seldom conclude a discourse with thoughts of sin and sorrow. The former part of the sermon may have abounded with the most harrowing revelations of sin and threatenings of judgment, but the last words dispense consolation, and heal the wounds, and leave the blessing of mercy and forgiveness.

> "Brother, let thy sorrows cease—
> Sinful sister, part in peace!"

And so it should be for all; most especially for the young. In this respect, as in others that have been mentioned, the taste of those that write for them, or otherwise instruct them, would be much lightened, it would be half done to hand if they would work with Nature, and use her kindly aid; if they would build on the foundations that she has laid; if they would incite, invite, encourage, rather than deter and restrain. Good and evil cannot exist together. The surest way, as well as the pleasantest, is to prevent the latter by the former. Once lost, the blissful inexperience of evil cannot be regained. Like the bloom of a rose or the down of a peach, it perishes if rudely handled. Some retain it longer. Happy the few who never forfeit it entirely! For it does not imply any unfitness to meet the dangers of active life—it does not require the retirement of the cloister. There is in goodness an instinctive abhorence of moral evil, a sense of its insidious approaches in the most guileless heart, which is the best shield against temptation.

Evil is so ubiquitous, that there is only too great a facility for ob-

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serving it. Why should we anticipate the evil day, provoke an unequal conflict, before the strength of the reason is matured, destroy before we are compelled, the defence erected by Nature, the defence of innocence? Dr. Arnold's "Sermons," admirable as they are for earnest piety, plainness of speech, and searching insight into character, are not free from this blemish.

It is scarcely necessary, after what has been already said, to add, that books of mere amusement, without any pretensions at all to instruction, are not by any means to be left out of the list of children's books. The most ludicrous or impossible tale that ever ran riot among the marvels of Fairy-land, or the braggadocios of Munchausen,—a farce to older readers, would require a law-maker more cruel than Draco to attempt to banish them. If older heads are not proof against the fascination of such stories, if it refreshes them to stroll among the bazaars of Bagdad, along the sunny banks of the Tigris, under a canopy of plam trees, with lamps like the stars of heaven glittering amid their dusky foliage,—"in the golden time of good Haroun Alraschid," or to engage in the wars of the Genii, to battle with radiant powers of good against the wiles and machinations of dark rebellious spirits, or in a less arduous flight of fancy, to pace the silent shore, with its solitary inhabitant, the shipwrecked mariner, in all the majesty of independence, all the sadness of utter isolation, and with him to learn the strange joy of conquering necessity by invention,—if older readers find a pleasure in such things, and many do, much more are they the legitimate property of youth. The capacity of believing them thoroughly for the time, is one of the most luscious enjoyments vouchsafed by Nature to the young. Who would wish to wrest it from them, or dare to deny its usefulness? It is a truism to speak of "the bow that is never unbent," or of the evil consequences from "all work and no play." Immoderate carefulness,—ever toiling after some remote end, never pausing to enjoy the flower that blooms, by the mercy of Heaven, along the wayside, making a business even of pleasure, seldom, if ever, relaxing into the genial and graceful *abandon* of a southern clime, is confessedly a fault of the Anglo-Saxon character, and one bane of unhappiness in Britain at this time. Not the least deplorable result of this propensity,—not the least mischievous among the causes that encourage it are the dry compendia of "Useful Knowledge" which find favour in certain quarters; by gratifying a shortsighted importance for speedy and shewy results—a shopkeeper's preference for small profits and quick returns. It is scarcely worth while, for the sake of a superficial mattering, to dwarf the imagination, disgust the natural appetite for knowledge, foster a complacent irreverence, dazzled by the parade of its own apparent proficiency, and substitute an artificial unprogressive precocity for the generous growth of time. There has been much of late years to expose the fallacy. We have seen paper constitutions survived by those who made them; and we may learn, that in the discipline of individuals, as of nations, the shortest way is not always the safest. The flowers, without sap or root, which a child culls, and sticks in the soil, to wither before nightfall; the dry bones, which lay withered and scattered on the plain of Chebar; the puppets on the stage which move their arms and legs with all the regularity of real life, are not more different from living flowers, living bodies, living men and women, than a mechanical aggregation of facts and figures is from real instruction. Mere empiricism is not true wisdom.

"Wouldst thou plant for eternity," says Carlyle, "then plant into the deep faculties of man, his fantasy and his heart; wouldst thou plant for year and day, then plant into his shallow faculties, his self-love and arithmetical understanding." And again,—"Soul must catch fire through a mysterious contact with living soul. Mind grows not, like a vegetable, by having its roots littered with etymological compost, but like a spirit by mysterious contact with spirit; thought kindles itself at the fire of living thought." "Useful information," however concealed under the thin and undignified disguise of "Philosophy in Sport," is not real education; perhaps it is most objectionable in its serio-comic form; it is "neither fish nor flesh, nor good red herring." Even in the hands of clever and agreeable writers like Miss Edgeworth or Miss Martineau, its wheels drag heavily. The greatest and best men have usually been the most thoroughly boys in their time. The ingenious substitute of what are called, in schools for young ladies, by name of "calisthenic exercises," is but a miserable make-shift for the healthy excitement of a game, as "scientific dialogues" and "epitomes of history" are for the free and complete development of the whole being through the agency of works which address the imagination and the feelings, and thus prepare for the higher developments of reason.

Such old established favourites as the *Arabian Nights* need no apology at our hands, but, in connexion with the characteristics which we have been considering, it is obvious to remark that they hold their place among children's books, and in the affections of their readers, by no blind force of habit or merely unreasonable devotion. The very land of their birth, the nursery of the human race, is rich in associations akin to those of childhood, and the literature of that land is naturally such as to find an echo in every childish bosom. The faculty so strong in children, of simple wonder and awful curiosity, as yet unchilled by the cold breath of criticism, and the habit of self-conscious reflection,—which may enervate more than it enlightens, is pleased only, not cloyed, by those fantastic yet familiar tales that enrich the empty but capacious mind of the child with many a gorgeous scene and moving incident, both of a natural and supernatural kind. Regarded as mere amusement, such tales are probable—but this is not all. Though there be no moral formally appended to the fable, and administered, as it were, to efface its impression and dispel its meaning, yet perhaps, even in moral influence, Arabian Night and Fairy Tale may not be altogether wanting. There at least vice and virtue are not approximated by the disclosure of their secret workings, and of that almost invisible point from which they begin to diverge. There is no mistake about the Ogre and the Evil Genius—they are indisputably bad and detestable: evil is left, as it is, a fearful mystery, and referred for its immediate source to a personal though superhuman agency; nor is goodness dwarfed from its ideal stature to the dimensions of a little girl, who forbears to disremember her doll or play with a peevish spaniel.

A naked list of dates or other facts, with which the feelings have nothing to do, and in which, as yet, the understanding can recognize little or nothing, is a mere nonentity to the child. It sinks as a dead load into the memory, overtaxing the mechanical powers of retention, whilst it kindles not a spark of feeling nor generates a single genial thought. But let a child's ready sympathy be excited, let the travelled merchant of Bagdad unfold the secrets of his furrowed brow, and the solitary Crusoe detail, by what ingenious contrivances he has fenced out the wild beast from his own savage den, and barely kept soul and body together at the peril of both, in his lonely island, no danger will there be lest the adventures or devices of either should appear to the child too fanciful or minute. He finds no fault with the lavish exercise of supernatural power by friendly or malicious genius; where the marvellous, however absurd to older ears, is so plausible and consistent, so devoutly believed by the several characters of the story—no wonder is it that a child should welcome each new marvel with even heightened interest.

Again, the poetry in which childhood has been said to share so largely, though unconsciously, is not manifested in occasional outbursts of feeling on the active homage which a poet loves to offer to the beautiful; it is not something often banished, and continually overshadowed by the daily formalities of common life, sacred by the "dry light" of science, and the cold analysis to which thought and feeling are subjected in manhood; rather is it a constant stream of silent joy, beating with every pulse, and pervading every sensation. It has no voice of its own to raise, but all the more does it find in the flowers of Eastern language an expression of its own secret impulse; nor need any fear be entertained, lest a mind dieted on such imaginative food in childhood should grow up fantastic or superstitious. In the present state of society such a fear is groundless. The danger now-a-days, is all the other way; and let us beware how, in our fancied wisdom, we undervalue such a talent for appreciation of the marvellous—for from whom did modern science draw its light, and modern art and letters the originating impulse of its excellence, and the models which have provoked its imitative powers—from whom but that race, whose every stream and mountain was hallowed by its appropriate legend, and enshrined, as it were, the personal presence of its god or hero?

More than this, it may truly be said, and it is no new remark, that whatever is most exact, methodic, and elaborate in modern science, is but the mature development of a germ, which lay buried, as the seed in its parent soil, under the misty and confused imaginings of a younger age. No science has ever yet leaped forth, like Athenæ in her panoply, from the head of a Bacon or Descartes. Indistinguishably blended together, even when disentangled from that heterogeneous combination of childlike thought and feeling, the several sciences were long tinged, as it were, by the glowing wreaths of the retiring mist. Thus astrology was the forerunner of astronomy, alchemy of chemistry. Thus history emerged from the region of fable, under the paternal guidance of Herodotus, till its outlines grew clear and definite under the severe hand of Thucydides. The calm and thoughtful Sophocles was the legitimate descendant of the blind old bard, who sang "the mischief-working wrath of gods and heroes." Plato and Aristotle were the disciples as well as the reformers of that philosophy, which had been stirring into life in the theogony of Hesiod, and was gradually refined and moulded into shape from the rude and chaotic cosmogony of Thales and Anaximander. The imagination of man is the precursor of his understanding. In the Delian Apollo, we may recognise a personification of the subsequent glories of science, art, and literature. Shall we strip him of his golden locks, lest they dazzle the sober eye of Reason? In Hephæstus, with his fickle consort, Aphrodite, we see the union of beauty and industry, dissolved, alas! at times, by the devastating god of war. So with the other myths. Not that they were invented to personify such notions, or designed to embody any preconceived truths but they serve to show that the beautiful fancies of an early age are not devoid of meaning. No. They are the heralds of that triumphal march of science which they serve so aptly to illustrate. In fact, the mythology of the Greeks

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contained the rudiments of their poetry, history, physics, ethics, metaphysics, and theology. From this bright fountain, lisping in broken murmurs its child like tale under the soft and sunny sky of Iona, issued those diverging streams of thought, which were destined to wash the walls of great cities, to bear the stately argosies of knowledge on their broad waters, and to meet and rest at last in the ocean of perfect wisdom.

It might be interesting to trace the connexion between the diversities of national character, and the legendary tales popular in different countries,—to observe the serenity and seeming absence of pain which pervades even the most painful details of Oriental fiction,*—the irresistible admixture of humour which tempers the awfulness of Irish Banshee or Phoka,—to contrast the sharp stern outlines of the Fairy Tales of Northern Europe with the misty grandeurs of the East; agile, fairy and dusky goblin with the dim aërial form, looming in mid air, of Oriental Genius; but it would lead us too far astray from Books for the Young. The important influence exercised by such "Nursery Tales" cannot be doubted for a moment. It is obvious at a glance, that in mountaineers, for example, in the hardy Swiss and our primitive Highlanders, their patriotic ardour of attachment to their birthplace is not more owing to the remarkable features of the scenery amid which they are nurtured, than to the strange unearthly traditions which that scenery has inspired. Such glimpses into the unseen world serve at least to lift the heart from the petty sordid cares of this life to the contemplation and fellowship of bright angelic beings.

Only let there be some selection. Let it never be forgotten that a boy's character is formed, not only by the example of school friends, and friends at home, but in at least equal degree by that of the friends whom he meets and becomes acquainted with, and learns to love in the pages of his favourite books.

Among the great faults of the present day in this country are superficial intellectuality, want of originality, and dissipation of power. The abatement of these evil tendencies, doubtless, depends much on early culture. Books for the young, we have endeavored to show, should be entertaining, fitted to nourish the affections and imagination rather than the logical faculty, indirectly instructive and suggestive rather than exhaustive of their subject, presenting images of good to be followed, rather than of evil to be shunned. Above all, children must not be taught too much nor too soon. Knowledge *is* sometimes a hurtful burden; too much of it in proportion to the natural powers destroys originality and substitutes an unreal and insipid taste, an unconscious hypocrisy. If the dialectic faculties are later in their development than the emotions, the memory, the imagination, and the apprehension of the senses, it cannot be disputed that the young may best be influenced by personal authority and personal example; nor that the study of languages naturally comes first in order, next the events of history and human life, last of all the abstractions of Philosophy; first *words*, then *things*, lastly *ideas*. As the sense of hearing is the most acute in the dark, as the fancy is the most inventive in the glimmering twilight, so the memory is most impressible and most tenacious, the feelings are most susceptible, before they are reduced under the severe control of the mature intellect enlightened by reflection. With all that is being done for the reform of our modes of training the young, we have still to struggle with the evils of an indescriminate and premature education. Goethe, in his Wilhelm Meister, sagaciously protests against an uniform dress for his Utopian schoolboys. To discover the embryo genius, if he had any, of each boy, and to give it especial cultivation, was one secret of the influence of the Jesuits. They knew that our wishes are the prognostication of our powers. With us in Great Britain it is different. Not in large schools only, but in the narrower circle of home, it is too often to be deplored, that those who have care of the young, and who ought to know of each one what he is, and what he is best able to do, fail to observe their several traits, and to shape their rough-hewn capacities to the proper end. The other evil is even more serious. The anxiety to make clever children defeats itself,—it spoils thousands who might be clever men. Not a few, and those the most promising,—children for example like Hartley Coleridge—require to be positively kept back, not urged onwards. In his pitiable case, it was not the predominance of fancy in his childhood that was unhealthy, but the unboyish consciousness of self. Games at play with other boys would have been far better for him than to sit listening with greedy ears to the philosophers of the Lakes. The two greatest among our British poets, Shakspeare and Milton, both speak complainingly of their "late spring." Their regrets were unheeded. Better, far better that it should be so, than that the fruits, nipped and shrunk, should belie the promise of the abundant blossom. Let each period of life wear its own garb, and play its own part. For old age there is rest, persevering activity for manhood, and for childhood the grace and beauty and careless happiness which are peculiarly its own.

*Mr. Thackeray has mentioned a good instance of this *painlessness* in the destruction of the Forty Thieves, in the *forty* are, by Alf Baba's scalding oil.

PRESENT SYSTEM OF LOCAL INSPECTION OF SCHOOLS INEFFICIENT.

In turning from the financial structure of our school system, to that portion of it which pertains more strictly to the practical business of education, the first subject which arrests attention is the mode of supervision and inspection.

It is a point generally conceded among those familiar with the subject of education, that the success of public schools depends more upon efficient supervision than upon any other one agency; that this is, indeed, that indispensable agency, without which all others have failed. Legislation may provide bountifully for the education of teachers; it may prescribe high standards of qualification; it may make stringent and wise regulations in regard to the duties of all connected with the administration of the system: but parsimony will evade, ignorance maladminister, or apathy render inefficient the best school laws, unless their execution is watched over and enforced by intelligent, active and independent supervision. Without it, cheap teachers, incompetent teachers, schools without energy or system, years spent by pupils in repeating the same branches of study, are fruits following in an invariable if not in an inevitable order of succession. The statistics of our common schools are imposing. These schools have secured great results; but what are those results, compared to those often attained by individuals by a proportionable expenditure of time and money? By the liberal arrangements of the government, tuition is rendered cheap to all, and free to the absolutely indigent. Every man, if he chooses, can send his children to school from infancy until they are called to enter upon the active pursuits of life. A large portion of our population do send their children for several months of each year, for eight, ten or twelve years. What is usually acquired by the pupils during this time? A knowledge, and that a not very profound one, of half a dozen elementary branches! Every winter the boy commences about the same round of studies, and at very nearly the same starting point; and when the term closes, he is considered to have discharged his duty creditably, if he has made a slight advance beyond former ones, and become a little more familiar with the path so often trodden. Under proper and vigorous tuition, three or four years of the life of a pupil should be amply sufficient for the attainment of elementary branches, and the remaining four should be devoted to those higher ones which will discipline his mind, fit him for business pursuits, and prepare him to discharge intelligently and well the high duties of citizenship.

How are our schools to be roused from this leaden, prescriptive inefficiency? In the judgment of the undersigned, the meliorating change must be looked for, if at all, mainly from the influences of a competent, high-toned, and zealous supervision. The history of our legislation in this particular, has been one of mutations. The plan in force prior to 1843, gave three commissioners and three inspectors to each town; a cumbrous and unwieldy machinery, but one that at first attained creditable results, when the most highly gifted and educated men lent their efforts to lay the foundations of an institution in which they felt that so many hopes centred. But when the experiment had been tried, and its success demonstrated, they felt at liberty to resign their trusts to those to whom the pay of the office afforded a compensation for their time and labour. Thereupon this plan of supervision rapidly degenerated, and soon became *effete*. In 1839, unpaid school visitors were appointed in each town by the superintendent of common schools. Their labors were productive of benefit in turning public attention to the schools; but a body of officers who neither inspected teachers, nor possessed any power over schools but an advisory one, was more serviceable in detecting evils than in correcting them. In 1841, the county superintendency was established, and the town school officers reduced to one. In some counties, where incompetent officers were selected, it resulted in little visible benefit, but generally it was far otherwise. In counties where qualified and zealous superintendents were chosen, it marked the commencement of a new era in the schools. With the pruning of a rigid and fearless inspection, a higher grade of qualification in teachers was secured. Under the stimulus of a certain and appreciating supervision, every teacher was both roused and encouraged to constant effort. The spirit spread to the people. They flocked to the school room to meet and hear an officer who brought to them high intelligence in his vocation; a knowledge of improved systems, processes and books, gleaned from a wide field of observation; and who was fired with the zeal and energy flowing from the concentration of time and attention to a single object. In some counties the enthusiasm reached such a height, that processions of children with banners and songs of welcome, greeted the superintendent as he passed from town to town. School celebrations multiplied. The schools became one of the prominent topics of popular conversation, and popular interest. The natural fruits of such an awakening followed. Better selected and better paid teachers, more regular attendance, greater uniformity in text books, more commodious school houses, and above all, a more earnestly aroused parental co-operation, marked the new order of things.

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This auspicious dawn was soon overcast. The expenses of the county superintendency looked larger when paid in aggregate sums to individuals, than when scattered among a multitude of commissioners and inspectors. The spirit of decentralization, the local jealousy of central power and influence, the inclination of towns to control their own local matters, aided to overthrow the office. It was believed that town officers could be selected who would perform the duties of supervision as well, and thus that a large sum might be annually saved to diminish the expense of tuition. How have these anticipations been realised? Painful as is the necessity of making the declaration, the undersigned is constrained to express the belief that the experiment has proved unsuccessful; and he believes that it would be difficult to find in the State an enlightened friend of education, who is placed in a position to observe the results of it even in a single county, who would dissent from this opinion. A large number of town superintendents adorn their position; but many, if chosen (and it generally so happens,) in reference to great personal merit, do not possess the precise class of merits which fit them to discharge the duties of school officers. The defects in their reports have been pointed out; the few inspections which have been made of schools appear from the general abstract annexed—averaging considerably below twice for each school; and however well a portion of these officers may be qualified, in regard to learning, to discharge the latter duty and to inspect teachers, there is no doubt that the action of nearly all of them in these all important particulars is often embarrassed and to some extent influenced by local considerations, which it would require a great degree of independence and nerve to set at naught—by the necessity in the rigid execution of duty, of wounding the feelings of neighbours and often of valued personal friends. Many of the schools, particularly in summer, are taught by teachers residing in the same town.

What are the remedies to be applied to correct these evils? To stand still is out of the question, if we would have the vigor and efficiency of the school system bear any comparison to its cost, or to the ends which it is intended to secure.—*N. Y. State Superintendent's Report for* 1853, *pp.* 25–28.

VALUE OF COLLEGES AND ACADEMIES.

The value of higher education to the individual, no one questions. Its value to the State, not only in those direct material benefits which the applications of science are daily bringing to the pursuits of industry, but in elevating the standards of public thought and taste; in affording some counterpoise to that spirit of exclusive physical utilitarianism so liable to attain ascendancy in a community where all is youth, vigor, action and success; and finally, in its highest and noblest vocation of keeping the intellectual and spiritual commensurate with the material development of a self-governing and powerful people, admits of just as little doubt.

Impressed with these considerations, our early legislatures, filled with the wise and patriotic men who were the founders of the State, made liberal provisions for the support of higher education. They freely devoted the property of the whole people of the State to that purpose. Large sums were voted to establish and sustain colleges and academies. By Article IX of the present Constitution, the revenues of the "Literature Fund" are exclusively and perpetually set apart for the support of academies. Not only therefore have public benefactions and repeated statutes, but the organic laws themselves, recognised higher education as a concern of the State, as a common interest, as a part of our system of public education. This being the case, no revision of our public school system would be complete, which should fail to include academies and colleges within its scope, and to apply the necessary remedies to any defects in their organization or otherwise, if found to exist.

It is believed that a most serious defect does exist in both of these classes of institutions, in the manner in which the public money is applied for the benefit of pupils. It is obvious at a glance, that however fair may be that application in theory, in practice it does not result in equally extending the benefits of such public moneys to the whole people. More than half the population of the State are precluded by poverty, or comparative poverty, from receiving any direct advantage from them. Thus those who least require the public aid to give higher learning to their children, receive it; and they receive it in part, at least half of it, from the property of the poorer class who are wholly excluded from its benefits. To the poorest man in the State as much as the richest, belongs every acre of the public domain and every dollar of the public funds. When legislation contributes the public property for the benefit of trade, commerce, and many other objects, it confers a greater individual benefit on the rich than on the poor man. This is a necessity inherent in the nature of things. But no excuse exists for it, where the benefit, so far as the action of the State is concerned, is purely a personal one, as is the case in extending facilities of education to individuals; and where legislation therefore finds no obstacle to a strict equalization of individual benefits.

Another unjust and unfortunate result follows from this order of things. Wealth and learning, which aside from commanding talent, are the two greatest sources of social and political power in a State having no legally privileged classes, are centred in the same hands. The professions, the arts, the honoured and well paid occupations which require scientific attainment, are filled by the sons of those who are able to educate them for such places, or their educated sons start in them with every advantage. Even talent which is partly a thing of culture and practice, far oftenest finds its development, and always the best theatres for its display, in these pursuits. Thus all circumstances combine to divide society and strengthen a *caste*. It is true that the exceptions are very frequent, that the wealthy often become poor, and the poor wealthy, that energy vanquishes the obstacles to learning, that genius bursts through all restraints: but still, the tendency is in the direction indicated, and it is a tendency which the laws of a free State ought not to favor. In such a State, the power of knowledge is the best and most natural check to the power of wealth. Wealth can and will strengthen itself by the addition of the former. Laws should not aim to prevent this—they cannot prevent it. Wealth will, if necessary, support its own institutions of learning, without the public aid. But if laws should not and cannot take learning from the rich, they can give it to the poor. They can, at least, distribute the public moneys so that they shall be as available for this end to the latter, as to the former. And every consideration of justice and expediency demands that it should be done.

The academies and colleges have been, in part, founded by private property. So far, the application of their funds is beyond the public control. But when the State gives, it has a right to prescribe the conditions.

But it is useless to attempt to disguise the fact that donations of the public funds to these institutions, as now constituted, are regarded with jealousy and aversion by a not inconsiderable portion of the community. Unmistakable manifestations of this feeling have been witnessed in our legislative halls and elsewhere. Is it wonderful, under the circumstances, that it should be so? Demagogues, mistaking the source of this feeling, have denounced the higher institutions of learning; and superficial observers have mistaken their railings for embodiments of popular sentiment. But the body of the people entertain no such views. They know too well that we owe our existence, as a nation, to high popular and individual intelligence, more than to the sword. They do not forget the solemn voice of the Father of his country, pleading for higher as well as lower institutions of learning. They do not need to be reminded, that the great statesman who went farthest in the doctrine of human equality—who did most to obliterate every vestige of aristocracy, privilege and rank—desired it to be recorded in his epitaph, as one of the three crowning acts of his life, that he was the founder of the University of Virginia. No part of the people of New York would contribute to the overthrow of those seats of learning, where their own Clintons, Livingstons, Jays and Hamiltons, had the talents nurtured and disciplined, which laid the foundation of the State, developed its physical resources, and started it onward in its career of prosperity and greatness. But a large portion of its citizens demand, and have a right to demand, that where they give they shall also receive—that the doctrine of an absolute and practical equality in privileges, which the onward march of public sentiment has introduced into one class of our public schools, shall prevail in all our public schools, so far as they are sustained by the State. This done, all vestige of antagonism between the higher and lower ones, is at once swept away. Indeed, the poor man will feel that he has a deeper interest in sustaining the academies and colleges, than the rich man, because he alone can obtain, through them, those advantages for his offspring, which the money of the other could buy from other sources. He will toil on through life unrepiningly, when he knows that by the justice of a parental government, the avenues to wealth, preferment and renown, are made as open to his children as to those of the most fortunate or most favored citizen of the land. The winter cold and the scorching heat will be welcome to him, his plain food and lowly pallet will be sweet to him, greater privations if necessary will be cheerfully endured by him, when he reflects that his son, if gifted for the task, may be prepared to go forth like the son of the small New Hampshire farmer, to see wealth and power bow down about him; to have senates and nations hang on his words; to leave the impress of mind on the arts, institutions and literature of a people, and on the destinies of a race. And that son will not only weep like Webster, when he remembers the sacrifices of a noble parent, but with gratitude for what he owes to the just beneficence of his country.—*Ibid, pp.* 32, 34.

TIME.—Man is ever quarrelling with *Time*. *Time* flies too swiftly, or creeps too slowly. His distempered vision conjures up a dwarf or a giant; hence *Time* is too short, or *Time* is too long! Now *Time* hangs heavy on his hands; yet for most things he cannot find *Time*! Though *Time*-serving, he makes a lackey of *Time*; asking *Time* to pay his debts, *Time* to eat his dinner, *Time* for all things.

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JOURNAL OF EDUCATION,
Upper Canada.

TORONTO: OCTOBER, 1854.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (upwards of 500 per month) on various subjects.

☞ *To Local Superintendents.* See page 166.

LORD ELGIN AND EDUCATION IN UPPER CANADA.

One of the certain signs of the progress and general appreciation of education in a country under a system of popular government, is the voluntary, and as it were, unofficial attention which it receives from public men. That attention is the dictate of a noble patriotism, which prompts a public man to regard every thing connected with his official position as a trust to be employed for the good of his country; it is also a spontaneous and practical homage to public conviction and feeling on a subject of all others the most vitally connected with the highest advancement and welfare of a people. The increased interest felt and evinced by public men in the Educational Institutions and progress of the country, is one of the many gratifying and encouraging indications of its real and rapid prosperity. The names on the Visitors' Books in the Normal and Model Schools for Upper Canada, at Toronto, afford ample illustration of this fact; and the references to our educational interests in addresses of associations and speeches of individuals on almost all public occasions, indicate a growing and wide-spread conviction on the subject.

His Excellency the Earl of Elgin and Kincardine stands conspicuous as well by his example as position, in the lively interest which he has shown in the educational advancement of this country. Filling as he has done for several years, the highest place of trust and power, he may justly claim the distinction—and a high one we think it is—of being the first Governor of Canada, who has identified himself *personally* as well as officially *throughout his whole administration* with the general education and intellectual improvement of the people of Canada. The first bill to which His Excellency assented in Her Majesty's name after the removal of the seat of Government to Upper Canada, 1850, was the School Bill which constitutes the legal charter of the Educational system; He afterwards laid the corner stone of the Normal School Buildings, accompanying the act with one of his most eloquent and powerful speeches on the subject of our system of education; and one of His Excellency's last acts in Toronto has been to visit those Buildings when completed, and witness and express his satisfaction with the several departments of the system therein conducted.

We subjoin the report of the remarks made by His Excellency on the subject of education and our Educational Institutions during his recent tour in Upper Canada, together with copies and extracts of addresses on the subjects presented to him. The preservation in this form of Lord Elgin's remarks and the addresses and extracts of addresses referred to, is desirable; and we are sure they will be read and re-read with interest. We hope the beautiful remark of His Excellency, that "Township and County Libraries are becoming as the crown and glory of the Institutions of the Province," will be adopted as the motto of the people of Upper Canada.

Extract of remarks made by His Excellency Lord Elgin in reply to the addresses presented to His Excellency by the Municipal Council of the Town of London:—

"When I look to all that has occurred during the few years of my residence in this country; when I remember that your revenue has increased from £400,000 to from £1,200,000 to £1,500,000 a year; that your imports and exports have increased in the same ratio; that we are beginning to have an ample net work of railway extended over the country; and that the productions of Canada are now to be admitted duty free to that market which is to you the most important market in the world. (Cheers.) When I look to these circumstances and when I remember that your educational system is expanding itself so nobly;—within these few moments a member of the Imperial Parliament shook me by the hand at the Railway Station and said 'I have been at your Normal School, and I assure you we have nothing like that in England.' (Cheers.) When I remember the progress your educational system has made and is still making; and that Township and County Libraries are becoming as the crown and glory of the Institutions of the Province.—when I remember too, that out of that chaos of rules, ill-defined and half-understood, an impartial and well defined constitution, which might be termed the charter of Canadian liberty has sprung,—when I claim that out of all that has grown from that beautiful and graceful structure of Canadian liberty, which England and America may justly be proud of, I can only refer it to the simple, straightforward, plain-sailing policy I have felt it my duty to pursue. (Great applause.) It is true, gentlemen, that in your address you allude to times of difficulty. It is right that times of difficulty should be referred to, for it is by the manner in which we deal with difficulties that we fit ourselves to deal with prosperity and happiness. But it is only for that lesson we are to look back to difficulties. God forbid! that we should ever look back to them to cherish feelings of bitterness or uneasiness towards the authors of these difficulties (cheers.) When the Canadian farmer finds himself comfortably housed in his frame worked building with his spacious farm alongside of him, and his fields surrounded with good fences, and waving with yellow crops, all the vestiges of the old forest removed, except here and there an old pine stump which stands as a tombstone to remind him of former generations of heroes that have passed away—when he looks to that and sees his sons and daughters settled comfortably around him, I wonder whether it is with feelings of regret that he looks back to that early period when he first marched into the forest and put the torch to the stately oak, and girded the majestic maple, and rolled together the logs to make a house for himself and family to shelter them in the winter. When he looks back to those days as the infancy of a glorious manhood, will he not tell those who remind him of the mists and clouds that hung around the dawn of the prosperity of Canada, that these mists and clouds were after all, but the garb of the morning, the harbingers and heralds of a bright and glorious day." (Great applause.)

Mr. Moffatt, (Member of the British Parliament,) who had been alluded to by His Excellency, came forward and made a few remarks as to the progress which Canada had made. He admired the school system established here, and was convinced as he had stated to His Excellency that there was nothing equal to it in England. He congratulated us upon having so noble a Governor General, one who had brought with him personal qualifications and the same principles by which he said he was guided, he (Mr. M.) was convinced we were indebted for our present prosperity. He would leave Canada, he said, with deep regret, as he had formed many pleasing associations with it.

Three cheers having been very enthusiastically given for the Queen, the large and respectable audience speedily dispersed.

Address presented to the Governor General by the Council of Public Instruction for Upper Canada, October 4, 1853.

To His Excellency the Earl of Elgin and Kincardine, K. T. Governor General of Canada, &c., &c.

May it please Your Excellency.

After an interval of three years, we, the members of the Council of Public Instruction for Upper Canada, have great pleasure in meeting your Excellency. We cordially welcome your Excellency on this, your first visit to an Institution, the erection of which was commenced under your Excellency's auspices. On the occasion of the interesting ceremony performed by your Excellency, in laying the chief corner stone of the edifice in which we are now assembled, we adverted to the noble and patriotic objects contemplated by the Legislature in its establishment. Those objects have been kept steadily and anxiously in view, and we have now much satisfaction in presenting your Excellency with some statistics of the results.

Since the establishment of the Normal School in the Autumn of 1847, 1,456 candidates for admission have presented themselves, of whom 1,264, after due examination, have been received; of these, about 150 have been carefully trained each year, and sent to different parts of Western Canada. That they have been eminently successful in teaching the youth of the country and elevating the character of our common schools we have been repeatedly assured,—and the great and increasing demand for trained teachers stimulates us to further exertions to increase the number of these meritorious and valuable public servants.

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The great liberality of the Legislature in recently providing a fund of £500 per annum towards the relief of superannuated or worn out teachers, the Council cannot but believe, will prove a strong ground of encouragement to many to enter a profession hitherto but ill requited, while it cannot fail to provoke increased zeal and exertions on the part of those already engaged therein.

It will be gratifying to your Excellency to learn that the system of establishing free public libraries throughout Upper Canada, has been put into successful operation during 1853 and 1854. Since December of last year, nearly 75,000 volumes of books, embracing the more important departments of human knowledge, have been circulated through the agency of the township municipalities and school corporations, from which the Council anticipate the most salutary results

As an illustration of the cordial co-operation of the people in promoting the system of public education established by the Legislature, we are rejoiced to add, that the very large sum of *half a million* of dollars was raised by their free action to promote this object, exclusive of legislative aid.

These facts, we are assured, will be no less gratifying to your Excellency than they are cheering to ourselves, and worthy of the people of Upper Canada, and we hope that, in the course of a few years, when the Grammar Schools have been effectually incorporated with our educational system, the general results of our operations will not be less satisfactory.

In welcoming your Excellency to this institution, we feel, that while manifesting that dutiful respect for the Representative of our Most Gracious Queen to which your Excellency is entitled, we are also rendering a just tribute of thanks to one whose eloquent lips and gracious co-operation have so materially aided us in the performance of the duties devolving on us.

That the blessings of a gracious Providence may ever attend your Excellency, Lady Elgin and family, is the earnest prayer of the Council.

In reply, His Excellency thanked the Council for the very kind expressions they had employed towards himself. He expressed his entire satisfaction with what he had that day witnessed in the institution, and with the general success of the department under the able administration of its affairs by the Rev. Dr. Ryerson. He concurred with the Council in the hope that the establishment of public libraries would be of incalculable benefit to Western Canada.

After the singing of the National Anthem by the students and pupils of the Normal and Model Schools in the theatre (whither the Council had proceeded with His Excellency, after visiting every part of the educational establishment,) the Governor General shook hands with the chief officials and took his leave.

At University College, Toronto, His Excellency was received in the Library by the President, Professors, Officers and students of the Institution The President the Rev. Dr. McCaul read the folowing Address:

To His Excellency the Right Honorable the Earl of Elgin and Kincardine, K. T., M. A. Governor General of British North America, &c., and Visitor of University College, Toronto.

MAY IT PLEASE YOUR EXCELLENCY:

We, the President, Professors, and other Officers of University College, Toronto, gladly avail ourselves of the opportunity presented by your visit to this city, to renew the expression of our loyalty to the Queen, and to testify our respect for your Excellency.

The interest which your Excellency has evinced in the advancement of education in this Province, while it well becomes the high reputation as a scholar which in former days you achieved, also manifests a just appreciation as a statesman of the value of this most important element of national prosperity.

In the great and good work of developing the intellectual resources of the country, and thereby conducing to the permanence of its material prosperity, it is our privilege to take part, as members of a college under your visitatorial oversight: and your Excellency will, we are persuaded, heartily join in our prayer, that success may attend our earnest desire to diffuse throughout the land the advantages of education of a high order, and our strenuous exertions to render the Institution with which we are connected a blessing to the community for whose benefit it has been established.

In taking leave of your Excellency on an occasion which we have reason to believe is probably the last opportunity that we shall have of addressing you, permit us to offer you our congratulations on the increased prosperity of the Province during your Excellencey's administration of the Government, and at the same time to tender our cordial good wishes for your future happiness and success.

Signed on behalf of the College, Council, and Officers.

JOHN McCAUL, LL. D., President.

His EXCELLENCY made a verbal reply, the following being the substance of his remarks:

He xpressed his feelings of satisfaction and gratitude for the expressions of loyalty to the Queen, and respect for himself. He concurred in the opinion that the permanence of the material prosperity of the Province depends in a great degree on its intellectual culture. Adverting to proofs which had recently come under his notice, of the general spread of prosperity through the community, as evinced by the importation and sale of articles of luxury, His Excellency said that mental culture ought to keep pace with this advance in material prosperity, and this in Canada must be supplied by University College, and other similar institutions. He deeply regretted the discouragement and and disorganisation produced by the frequent changes in the constitution of the University, which must of neccessity have embarrassed the authorities in their endeavours to render the institution effective. His Excellency concluded by remarking, that he took a warm interest in the prosperity of the establishment, which he trusted was now settled on a permanent basis.

Address of the Normal School Students.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Students of the Provincial Normal School of Upper Canada, beg to approach your Excellency with the deepest respect, and to express our gratitude for the distinguished honor conferred upon the institution by your Excellency's present visit.

We embrace this opportunity to return our grateful acknowledgments of your Excellency's patronage bestowed on the institution for the special encouragement of agricultural science, and also for the interest manifested in promoting the cause of general education in our beloved country, the effect of which has been to elevate her to a position in the scale of intelligence that she had not previously attained. May the divine blessing ever rest upon your Excellency and Lady Elgin, and your Excellency's children, and may our country long prosper as at present under your Excellency's wise administration.

His EXCELLENCY briefly replied: In reference to the agricultural prizes, he said that the end they were designed to promote was not competition, but improvement in Agricultural Science, and if that end was obtained, all he had expected was fully satisfied. He remarked also that, in giving those prizes, he had not designed them for ladies, but since they had been successful in taking them, he did not regret that he had not restricted the prizes to the other sex.

Address of the Pupils of Upper Canada College.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Pupils of Upper Canada College, most respectfully beg leave to embrace the opportunity which your present visit to this city affords of tendering the expression of respect for your Excellency. We cannot but be assured, from the kind manifestation of interest for our College and its welfare which your Excellency upon a previous visit was pleased to exhibit, that your Excellency will receive the intelligence of its flourishing condition with extreme satisfaction; and that whilst learning has been cultivated, the sentiment of genuine devotion to our Queen has never, from the time of its first to that of its present Principal, been permitted to smoulder. The name of an Upper Canada College boy has always been, and we hope ever will be synonymous with loyalty—and we are proud that in many a past, as well as in her present struggle, our mother country has not required in vain even the blood of our fellow collegians to be shed in her defence.

In offering to your Excellency our respectful congratulations, we cannot deny ourselves the pleasure of once more most cordially expressing the hope that health and every happiness may attend your estimable Countess.

Your Excellency, doubtless, has not forgotten the holiday-loving fault of youth, nor that of Upper Canada College, which your Excellency so kindly and so liberally pardoned in us on your previous visit; and we therefore trust that your Excellency will not consider us too importunate, if we once more crave your Excellency's patronage in interceding with our respected Principal for an intermission from our labors, the better to celebrate your Excellency's too brief visit to Toronto after a too protracted absence.

His EXCELLENCY was gracious enough to reply, in a note addressed to Mr. Principal Barron, in which the prayer of the students could not have been overlooked, for both Wednesday and Thursday were accorded them by the Principal as holidays.

Extract of an Address presented to His Excellency, by the Mechanics' Institute of Toronto:—

"Whilst we should be ungrateful in not acknowledging the support, which during the term of Your Excellency's Administration has been generously extended to this Institution in particular, of which you are the patron, we should be unjust in failing to regard it but as a part of the enlightened system of General Education, which, under your fostering care and energetic guidance, has been so successfully established in this Province, and which, embracing within its beneficial influences every class of the population, has nevertheless never diverted Your Excellency's active sympathy and aid from Societies specially calculated to elevate and strengthen mechanical and agricultural industry amongst us."

Extract from His Excellency's reply:—

"I have always considered it an imperative duty, whilst engaged in the administration of the affairs of the Province, to promote to the best of my ability, the education of the people; and I have always desired to render especial assistance to Mechanics' Institutes, knowing that they practically illustrate the principle of self-improvement."

Extract from Lord Elgin's Speech, in reply to a toast at the dinner given to His Excellency, by the Corporation of Kingston. In referring to a class of persons who are disposed to attribute their sufferings and disappointments, real and imaginary, to the presence of Lord Elgin, His Excellency remarked:—

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"I have come to the conclusion, after fruitlessly endeavouring to employ many other remedies, that the only mode of effectually curing them will be by retirement from the government of the Province. (No, no, and cheers.) I can hardly believe, however, that the cure effected by this mode of treatment will be complete, for I greatly fear that these worthy persons will discover to their cost that it sometimes rains when they would wish it to be fair—that the wind occasionally blows from the East when they would prefer a zephyr, and what is worse, that Parliamentary majorities, from time to time, say 'aye,' when they would have them say 'nay,' even after the time shall have arrived when a solitary sign-post dangling here and there before the door of a village tavern, is all that remains to remind Canadians of Lord Elgin. Perhaps, indeed, there may be some with whom the disease is incurable—who, when they teach their children the history of their country, will instruct them on this wise:—'Mark well,' will they say to them, 'the period comprised between the years 1846 and 1855, for it was a memorable period in the history of your country. During that period your revenues rose from some four, to twelve or fifteen hundred thousand pounds a year. Your commerce increased in a corresponding ratio. Your magnificent common school system was extended and consolidated. It was in 1847 that the Normal School (the seed-plot of that system,) was established. The risk of armed collision in your internal affairs on the part of Great Britain or of sympathizers from the United States was expunged from the category of possible contingencies, because both England and America had learned to respect you as a people enjoying free institutions, and knowing how rightfully to use them. Mark well then and digest carefully the history of that period; but remember that you never close the review without bestowing a hearty malediction upon that individual who was then charged by his Sovereign with the administration of your affairs, and who laboured (God knows how zealously) to achieve these results.' (Loud and continued cheers.) There will be few, I confidently believe, to teach such a lesson, and fewer still, if it were taught, to receive it, and therefore gentlemen, I cannot divest myself of a certain faint and glimmering hope—nay to that hope, in this hour of despondency and regret at my approaching departure, I cling as to a sheet anchor. I cannot, I say, divest myself of a faint and glimmering hope that there may be some meaning in the allusion just now made by His Worship the Mayor to what fell from me at London, and that at some future day I may be among you again. (Tremendous cheering.) At any rate, of this you may be assured that whenever Canada wants a friend, she will have a humble, but, to the extent of his ability, a zealous and faithful friend in Lord Elgin."

TO LOCAL SUPERINTENDENTS, ETC.

During the present month, a sufficient quantity of the authorised *Teacher's Registers* will be sent by the Educational Department to each County Clerk in Upper Canada, to supply all the Common Schools in such County. These Registers are supplied to the Schools *free of charge*. They can be thus obtained either directly from the Local Superintendent, or from the County Clerk upon the order of the Superintendent—not otherwise.

A copy of the Register has been sent to each Grammar School reported to the Department.

A general abstract, containing a summary of statistical information, in regard to the operation of the Common School system in Upper Canada, has also been sent to each Local Superintendent, as well as to each member of the Provincial Legislature etc.

Miscellaneous.

THE LATE LORD TENTERDEN.

In a speech delivered a few days since at the Sherborne Literary Institution, by Mr. Macready, that gentleman said:—"The first time I visited Canterbury I wished, of course, to see the cathedral. A gentleman there of the name of Austin, the surveyor and architect of the building, accompanied me. He had re-decorated almost the whole of the interior, and had resorted the dilapidated portion of the western front. He was the artificer of his own fortune, and he had raised himself to this position from a state almost of actual destitution; he had formerly been the servant of a friend of mine, and when he reached Canterbury he had not half-a crown in his pocket. He directed my attention to everything worthy of notice. It was opposite the western front that he stood with me, before what seemed the site of a small shed or stall, then unoccupied, and said, 'Upon this spot a little barbers shop used to stand. The last time Lord Tenterden came down here, he brought his son with him, and it was my duty, of course, to attend over the cathedral. When we came to this side of it he led his son up to this very spot, and said to him, 'Charles you see this little shop; I have brought you here on purpose to show it you. In that shop your grandfather used to shave for a penny! That is the proudest reflection of my life. While you live, never forget that, my dear Charles.' And this man, the son of a poor barber, was the Lord Chief Justice of England! For the very reason, therefore, that the chances of such great success are rare, we should surely spare no pains in improving the condition of those whom accident may depress, or fortune may not befriend."

PRESERVATION OF THE MENTAL POWERS.

Fatuity from old age cannot be cured; but it may be prevented by employing the mind constantly in reading and conversation in the evening of life. Doctor Johnson ascribes the fatuity of Dean Swift to two causes; first to a resolution made in his youth that he would never wear spectacles, from the want of which he was unable to read in the decline of life; and second, to his avarice, which led him to abscond from visitors, or deny himself to company, by which means he deprived himself of the only two methods by which new ideas are acquired, or old ones renovated. His mind languished from the want of exercise, and gradually collapsed into idiotism, in which state he spent the close of of his life, in a hospital founded by himself, for persons afflicted with the same disorder of which he finally died. Country people, when they have no relish for books, when they loose the ability to work, to go abroad, from age or weakness, are very apt to become fatuitous; especially as they are too often deserted in their old age by the younger branchers of the families; in consequence of which their minds become torpid from the want of society and conversation. Fatuity is more rare in cities than in country places, only because society and conversation can be had in them on more easy terms, and it is less common among women than men, only because their employments are of such a nature as to admit of their being carried on by their fireside, and in a sedentary possure.

The illustrious Dr. Franklin exhibited a striking instance of the influence of reading, writing, and conversation, in prolonging a sound and active state of all the faculties of the mind. In his eigthy-fourth year he discovered not one mark in any of them of the weakness or decay usually observed in the minds of persons at that advanced period of life.—*Doctor Rush.*

WARS SINCE THE REVOLUTION OF 1688.

THE WAR OF THE REVOLUTION.—Enemies, the French; our allies, the Dutch, Austrians, Prussians, Spaniards, and the people of Savoy. Commenced in 1688, and ended by the peace of Ryswic in 1697. Events;—Battles of Dieppe, of the Boyne, of La Hogue, of Stienkirk, and Nerwinde. National Debt of England commenced.

THE WAR OF THE SPANISH SUCCESSION.—Enemies, the French and Spaniards; allies, the Dutch, Austrians, and the people of Savoy, and Portuguese. Commenced in 1702 and ended by the peace of Utrecht in 1713. Events:—Battles of Blenheim, Ramillies, Oudenarde, and Mae plaquet. England gains Gibraltar, Minorca, Nova Scotia, and Newfoundland.

THE SPANISH WAR, 1739, AND THE WAR OF AUSTRIAN SUCCESSION, 1741.—Enemies, Spaniards, and French; allies, Austrians, Dutch, Russians, Sardinians, and Hungarians. Ended 1784, by the peace of Aix-la-Chapelle. Battles:—Dettingen, Fontenoy, Culloden, and Finisterre.

THE SEVEN YEARS WAR.—Enemies, French, Spaniards, Austrians; allies, Prussians. Commenced in 1756, and ended in 1763, by the peace of Paris. Battles: Minden and Quebec. England gains Bengal, Canada, Cape Breton, Tobago, &c.

AMERICAN WAR.—Enemies, Americans, French, Spaniards, and Dutch; allies, none. Commenced in 1755, and ended by the peace of Versailles in 1783. Events:—Rodney's naval victories, Gibraltar besieged, battles of Bunker's Hill, Brandywine, and German Town. England loses 18 North American Provinces, Minorca, Tobago, and the Floridas.

THE WAR OF THE FRENCH REVOLUTION.—Enemies, French, and Spaniards, from 1786; allies, Dutch, Prussians, Austrians, and Portuguese. Commenced in 1793, and ended by the peace of Amiens, in 1802. Events: France loses all power in India; battles of Lodi, Arcola, Marengo, and Alexandria; England gains Malta, Trinidad, and Coromandel.

THE WARS AGAINST NAPOLEON BUONAPARTE.—Enemies, French, Spaniards till 1808, Americans from 1812; allies, Austrians, Prussians, Russians, Spaniards from 1808, and Portuguese. Commenced in 1803, and ended by the peace of Paris in 1815. Battles of Austerlitz, Trafalgar, Jena, Eylau, Vimiero, Corunna, Wagram, Talavera, Barossa, Albuera, Salamanca, Smolensko, Borodino, Leipsic, and Waterloo. England gains Ceylon, the Cape, Berbice, Demerara, St. Lucia, Mauritius, &c.

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IT'S WHAT YOU SPEND.

A wise economy is a very diffirent thing from a sordid penurious. ness: while the latter should always be condemned, too much cannot be urged in behalf of the former.

"It's what thee'll spend, my son," said a sage old Quaker, "not what thee'll make, which will decide whether thee's to be rich or not." The advice was trite, for it was but Franklin's in another shape; "Take care of the pennies and the pounds will take care of themselves." But it cannot be too often repeated. Men are continually indulging in small expenses, saying to themselves it is only a trifle, yet forgetting that the aggregate is serious, that even the sea shore is made up of petty grains of sand. Ten cents a day, even, is thirty-six dollars and a half a year, and that is the interest of a capital of six hundred dollars. The man that saves ten cents a day only is so much richer than he who does not, as if he owned life estate in a house worth six hundred dollars. Every sixteen years, ten cents a day becomes six hundred dollars, and if invested quarterly, does not take half that time. But ten cents a day is child's play, some will exclaim. Well then, John Jacob Astor used to say, that when a man wishes to be rich, has saved ten thousand dollars, he has won half the battle. Not that Astor thought ten thousand much. But he knew that in making such a sum a man acquired habits of prudent economy, which would constantly keep him advancing in wealth. How many, however, spend ten thousand in a few years in extra expenses, and when, on looking back, cannot tell, as they say, "where the money went to." To save is the golden rule to get rich. To squander, even in small sums, is the first step towards the poor house.

BEE CULTURE

The world is again waking up as to the value of bees. Corsica formerly produced so much wax that in the year 175 B. C., the Romans imposed upon the inhabitants an annual tribute of 100 000 pounds of this valuable commodity. And some years after the island having revolted, a tax of twice that was forthwith levied and duly paid. From this circumstance, some faint idea may be gathered of the quantity of honey gathered there at that period. Wax is to honey, in the Mediterranean isles, in the proportion of 1 to 15 or 20. Taking for 200,000 pounds of wax the lowest multiplier, 15, it will be seen that Corsica then produced three millions weight of honey. Brittany is another French Province which has been equally famous in this same kind of production. We learn from the records of the Chamber of Commerce at Rennes, that in the eighteenth century six hundred and fifty millions of wax was bleached every year; but it must be remembered that in that climate the proportion of wax to honey is as 1 to 80 or 86. The product of Brittany, then in A. D. 1700, was 19,500,000 pounds—nineteen and a half millions of pounds of honey! M. Debeauvoys, who has been at the pains of making all this delicate research, and who has proved himself to be a very learned as well as successful apiarian, very pertinently asks his countrymen, in a recently published pamphlet, why this famous product of times past cannot now be repeated, and, under systematic management, made a source of immense profit; and the more readily, as the labor is always so very slight to the farmer, who in less thickly settled regions of Corsica and Brittany can raise bees in unlimited quantities.

THE PENITENT SCHOLAR.

School is out. The last lesson has been recited, and the evening hymn sung, and the shouts of merry voices are heard on the green. Their spirits overflow like long pent-up waters. But one of their number remains behind. All is quiet now in the school room. There sits the teacher at her desk, with a sad and troubled look.

At one of the desks before her, sits a boy, whose flushed countenance and flashing eye tell of a struggle within. His arms are proudly folded, as in defiance, and his lips are compressed. He will never say, "I am sorry, will you forgive me?" No! not he. His breath comes thick and fast, and the angry flush upon his cheek grows a deep crimson. The door stands invitingly open. A few quick steps, and he can be beyond the reach of his teacher. Involuntarily his hand snatches up his cap, as she says, "George come to me." A moment more and he has darted out, and is away down the lane. The teacher's face grows more sad; her head sinks upon the desk, and tears will come, as she thinks of the return he is making for all her love and care for him.

The clock strikes five, and slowly putting on her bonnet and shawl, she prepares to go, when, looking out at the door, she sees the boy coming toward the school-house now taking rapid steps forward, as though fearful his resolution would fail him; then pausing, as if ashamed to be seen coming back. What has thus changed his purpose?

Breathless with haste, he has thrown himself down upon the green grass by the side of the creek, cooling his burning cheeks in the pure, sweet water; and as gradually the flush faded away, so in his heart died away the anger he felt towards his teacher.

The south wind as it stole by, lifting the hair from his brow, seemed to whisper in his ear, "This way, little boy, this way," and voices within him murmured, "Go back, go back." He started to his feet. Should he heed those kind words—should he go back? *Could* he go? Ah! here was the struggle. Could he be man enough to conquer his pride and anger, and in true humility retrace his steps, and say "forgive?" Could he go back? As he repeated the words he said to himself, "I *will* go back:" and the victory was won. Soon, with downcast eye, and throbbing heart, he stood before his teacher, acknowledging in broken accents his fault, and asked forgiveness.

The sunbeams streamed in through the open window, filling the room with golden light, but the sunlight in those hearts was brighter yet. Ah, children, if you would always have the sunlight in your hearts, never let the clouds of anger rise to dim your sky.

He was a hero. He conquered himself; and Solomon says "He that ruleth his spirit is better than he that ruleth a city." At first he cowardly ran away; but his courage came again; he rallied his forces, and took the city. Brave is the boy that has courage to do right, when his proud heart says I will not.—*New York Observer.*

TRUANCY.

An Act to prevent Truancy from School in the City of Providence, Rhode Island.

Be it enacted by the General Assembly as follows:

Section 1. The Board of Aldermen of the City of Providence, may, at any time after the passage of this act, and annually thereafter, appoint one or more discreet and suitable persons in said city, whose duty it shall be to see that all children, truants from school, between six and fifteen years of age, residing in said city, who are without lawful occupation, and are growing up in ignorance, are placed and kept in some public or private school in said city. Said persons, so appointed, shall be called supervisors of schools, and shall have power to hear and examine complaints and at their discretion to take such children to school; and in case of continued truancy, with the approbation of the Board of Aldermen of said city, as is hereinafter provided, may commit any such children to the Reform School in said city.

Sec. 2. When any supervisor cannot induce any such child regularly to attend some school in said city, he shall report the name of such child, with their parents or guardians, to be brought before them by said supervisor, and the matter shall then be, by said Board, fully investigated; and if upon a full hearing of the case, said Board determine that said child cannot be kept at school, and that such child is growing up in ignorance, having no lawful occupation, said Board may order said supervisor to commit said child to the Reform School for a term not exceeding the period of his minority.—*Hon. E. R. Potter's Report*, 1854.

ARE THE BIBLE AND PRAYER ENTITLED TO ANY PART OF SCHOOL TIME?

The Bible cannot be held sectarian, except by such as hold to some other standard of religion and practice, or to none at all. If a man believes in the Koran, the Bible, of course is sectarian to him, and his conscience will be opposed to its use in schools. If Confucius, or Zoroaster, is his teacher, instead of Jesus Christ, he will not wish or think it right for the Bible to be read in the public schools.

So, prayer to Jehovah, at the opening and close of school, cannot, one would think, be objected to, except by those who believe rather in praying to Jupiter, or Mars, or Mammon, or to nothing at all. All who really believe in Jehovah, believe that he ought to be worshipped and invoked on all important occasions at least; and the heathen did, and now do, no less to their supposed deities on all important and many unimportant occasions. A Jew, of course, would not approve my praying to Christ at the opening of my school; and a Mahomedan would demand a recognition of Mahomet as God's greatest prophet, and a Chinese would say, "Worship my Buddha, or nothing."

Now, how many in all, in any one of our States, would be found to object on these grounds, and such as these, to the use of the Bible, and the practice of prayer to Jehovah in our public schools? Comparitively few in our States, and of these few, not one is *obliged* to send his children to the Bible-reading, God-worshipping school. Every one sends, if he sends at all, of his own motion and choice, and should therefore take, without a word of complaint on the score of conscience such a school as the majority give him. If he thinks the Bible and prayer hurt his children, let him take them away, and suffer the overwhelming majority of parents to have, and to keep up such schools as they conscientiously believe alone fitted to train their children in the way they should go.

Do you say, the property of these conscientious objectors should not then be taken to support schools of whose privileges they cannot conscientiously avail themselves? Very well, remit their taxes. Yet the property of friends is taxed to support the government of the Union; and if the government should use the proceeds of such taxes to carry

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on war, which is everywhere and in all cases against the principles and consciences of the friends, who but themselves would vote to pay them back their taxes? No man but a friend would hesitate to use for war purposes the portion of duties paid by friends, their conscience to the contrary notwithstanding. The sect of friends must leave the country to escape the oppression; the Jew, has only to take his children from school, and submit to the loss of his amount of the taxes. The friend's conscience is still wounded, if the war, or even military armaments go on, and his money goes to support them: the sectarian saves his conscience by saving his children from the contamination of the school, since certainly *his* conscience cannot be hurt by others having and improving such a school as their own consciences and principles demand.

Again, our Legislatures, State and National, sometimes have preaching, and almost always open every morning session with prayer. Why do not all the objectors to the recognition of any religion by the State, object to this? Why not object to the Yearly Sermon before our General Court, and the morning prayers of the chaplains in each House of the Legislature? Why not object to the opening of our Civil Courts with prayer? All this is certainly public recognition of religion, and even of Christianity. It is intended and avowed to be so. Why not be thorough-going, and claim that the State shall wholly ignore God and all religion, rather than only ask that our children shall not be nursed in the faith of the Bible and the fear of God within the walls of our public schools?

Again, and lastly, what reason can be given why there should be religious services, and religious instruction for a college on week days, which does not equally apply to any and every school?—*Mass. Teacher.*

The Hon. Edward Everett, has given the following statistical facts for the consideration of the thoughtful and benevolent with reference to what the drinking system has done in ten years, in and for the United States of America:—1. It has cost the nation a direct expense of six hundred million of dollars. 2. It has cost the nation an indirect expense of six hundred million of dollars. 3. It has destroyed three hundred thousand lives. 4. It has sent one hundred thousand children to the poor house. 5. It has consigned at least one hundred and fifty thousand persons to the jails and penitentiaries. 6. It has made one thousand maniacs. 7. It has instigated to the commission of one thousand five hundred murders. 8. It has caused two thousand persons to commit suicide. 9. It has burnt or otherwise destroyed property to the amount of ten million of dollars. 10. It has made two hundred thousand widows, and one million orphan chidren.

BOOKS.

God be thanked for books? They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all who will faithfully use them the society, the spiritual presence of the best and greatest of our race. No matter how poor I am; no matter though the prosperous of my own time will not enter my obscure dwelling. If the sacred writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, or Shakspeare to open to me the worlds of imagination and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship; and I may become a cultivated man, though excluded from what is called the best society in the place where I live.—*Channing.*

SINGULAR CONTRAST.

It is worthy of notice, that only a few years before George the Second founded Columbia (then Kings') College, he had established a similar institution, in another part of his dominions. In the little town of Göttingen in Hanover, a German province of scanty resources, without commerce, almost without a city, and often scourged by war, he planted a seat of learning, that came into life the competitor of his twin-brother in the Western World. In 1825, less than one hundred years from its birth, it had 89 professors, 1545 students, and a library of three hundred thousand volumes, and it stands proudly aloft, among the great beacon lights of the intellectual world. The catalogue of Columbia College, in this the hundredth year of its existence, shows one hundred and forty students, and six professors. —*Duty of Columbia College: by a Trustee, p.* 11.

PRUSSIA AND HER UNIVERSITY.

In the moral and intellectual history of modern times, there is no event more striking and instructive than the majestic stand made by Prussia, after its disastrous overthrow, by Napoleon at Jena. The monarchy was all but ruined,—on the very brink of dismemberment, —when the sagacious statesmanship and far-seeing wisdom of STEIN and his noble associates, established the University of Berlin,—for the expressly avowed purpose of elevating the character of the people, and thereby enabling the nation to throw off the yoke of France. The tree thus planted, within ten years yielded fruits. The spirit of the community was revived and rekindled. Prussia was disenthralled, —and the University stands, with its one hundred and fifty professors and four thousand students, a monument of the wisdom of its founders, and will stand while letters endure.—*Ibid p.* 16.

MAKE YOUR PUPILS LOVE YOU.—"After exploring the ground, the first thing to be done, as a preparation for reforming individual character in school, is to secure the personal attachment of the individuals to be reformed. This must not be attempted by professions and affected smiles, and still less by that sort of obsequiousness common in such cases, which produces no effect but to make the bad boy suppose that his teacher is afraid of him; which, by-the-way, is, in fact, in such cases, usually true.

"A most effectual way to secure the good will of a scholar is to ask him to assist you. The Creator has so formed the human heart, that doing good must be a source of pleasure, and he who tastes this pleasure once will almost always wish to taste it again. To do good to any individual, creates or increases the desire to do it."

"Another means of securing the personal attachment of boys is to notice them; to take an interest in their pursuits, and the qualities and powers which they value in one another. It is astonishing what an influence is exerted by such little circumstances as stopping at a playground a moment, to notice with interest, though perhaps without saying a word, speed of running or exactness of aim; the force with which a ball is struck, or the dexterity with which it is caught or thrown."

MAN LIKENED TO A BOOK.—Man is, as it were, a book; his birth the titlepage; his baptism, the epistle dedicatory; his groans and crying, the epistle to the reader; his infancy and childhood, the argument or contents of the whole of the ensuing treatise; his life and actions, the subjects; his crimes and errors, the faults escaped, his repentance the connection. Now there are some large volumes, in folio, some little ones in sixteens, some are fairer bound, some plainer; some in strong vellum, some in thin paper; some whose subject is piety and godliness, some (and too many such) pamphlets of wantonness and folly; but in the last page of every one there stands a word which is *finis*, and this is the last word in every book. Such is the life of man; some longer, some shorter, some stronger, some weaker, and some fairer, some coarser, some holy, some profane; but death comes in like *finis* at the last, to close up the whole; for that is the end of all men.—*Fits. Geoffry.* 1620.

A FRAGMENT.—When I look upon the tombs of the great, every emotion of envy dies in me; when I read the epitaphs of the beautiful, every inordinate desire goes out; when I meet with the grief of parents upon a tombstone, my heart melts with compassion; when I see the tombs of parents themselves, I consider the vanity of grieving for those whom we must quickly follow; when I see kings lying by those who desposed them; when I consider rival wits placed side by side, or the holy men that divided the world with their contests and disputes, I reflect with sorrow and astonishment on the little competitions, factions, and debates on mankind; when I read the several dates of tombs, of some that died as yesterday, and some six hundred years ago, I consider that great day when we shall all of us be contemporaries, and make our appearance together.

THE AGE TO BEGIN SCHOOL.—Children are generally sent to school too young. This is the testimony of all experienced teachers. Children sent to school at four years of age, and those sent at seven will be, in almost all cases, equally advanced at nine, with the advantages for future progress all in favour of the latter. Thousands of young minds are stunted and permanently dwarfed, by too early application to study, and thousands of young hearts receive an ineradicable taint of moral corruption by too early exposure to the evil influence unavoidably found in a promiscuous gathering of older children.—*Michigan Journal of Education.*

THE DIRECTION OF THE YOUTHFUL MIND.—How greatly do parents and preceptors err in mistaking for mischief or wanton idleness, all the little manœuvres of young persons, which are frequently practical inquiries to confirm or refute doubts passing in their minds When the aunt of James Watt reproved the boy for his idleness, and desired him to take a book, or to employ himself to some purpose usefully, and not to be taking off the lid of the kettle and putting it on again, and holding now a cup and now a silver spoon over the steam, how little was she aware that he was investigating a problem which was to lead to the greatest of human inventions!

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Educational Intelligence.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

An interesting conference of teachers of the public schools, chiefly in connection with the British and Foreign School Society, in the western counties, was held at Tortworth. Mr. J. Bowstead, her Majesty's Inspector of British Schools presided on the occasion.....In connection with the new Roman Catholic University of Ireland there have been established, says the correspondent of an American paper, "a number of schools to supply it with students. The schools will stand in the same relation to it as the high schools of Scotland do to their Universities.—They are of the same class as the Royal and Endowed schools of the Protestants,—which furnish the main supply of students to Trinity College, Dublin. The Jesuits, the Dominicians, the Benedictines have their seminaries. A Roman Catholic in a Protestant school, or in Trinity College, will soon be an uncommon spectacle in Ireland. But the old university is not disheartened. She is improving in every way,—in her buildings, an additional square in progress,—a beautiful campanite,—and splendid rooms for the Museums, but, still more, in her preparatory and undergraduate course. In the entrance examination now is included English composition and arithmetic as a science. The modern languages are much attended to, and the school of Engineering is excellent. And reform,—the result of competition—is abroad among the great schools that feed the University; and a number of new ones are started in the metropolis. And as for school houses and churches,—the funds arising from the suppressed Bishoprics and other ecclesiastical sources, enable the commissioners to build new ones, and beautify the old ones,—while the zeal that covers the country with missionaries and teachers, does not suffer the congregations they collect to want accommodation. Both in regard to churches, and chapels,—as well as the schools auxiliary to both,—the whole appearance of the country is changed."....A recent English paper states that a considerable stir is now going on in Roman Catholic circles in this country in reference to the education of the poor. The Hon. Charles Langdale, Lord Edward Howard, and other leading members of that church, are making efforts to organise a fund of £100,000 to provide for this object. By their own confession, the education of their poor is neglected to a fearful degree:—In (they say) London there are 22,000 children, of whom only about 4,000 are receiving Catholic education. The greater part of the remaining number are left to pass their tender years in the noviciate of a London street. There is no proportion between the wants of our poor and our provision for them, between our wealth and the education we can give. We are put to shame by every other body; and yet we are the salt of the earth!....The project of reviving Bishop Berkeley's College in Bermuda is agitated in England. Bishop Berkley while Dean of Derry endeavored to have a college established in the island of Bermuda. He collected funds and got a charter and a grant passed the House of Commons. Having set sail for Rhode Island, but the grant was never paid by Horace Walpole then premier and first lord of the treasury. The Bishop returned and paid over to the Society for the Propagation of the Gospel the funds he had collected, and the project has been in abeyance ever since.....The Norwegian parliament has granted by a vote of 58 to 42 a sum of $20,000 for the purchase of an agricultural scientific farming estate; $30,000 for building on the same; and $3,000 per annum for travelling agricultural teachers.

Progress of Education in England.—It appears as to day-schools that while in 1818 there was a scholar for every 17.25 persons, and in 1833 a scholar for every 11.27 persons, in 1851 there was a scholar for every 8.36 persons; and as to Sunday schools it appears that while in 1818 there was one Sunday scholar for every 24.40 persons, and in 1833 one scholar to every 9.28 persons, in 1851 there was one scholar to every 7.45 persons. The increase between 1818 and 1851 was, of day scholars, 218 per cent., and of Sunday scholars 404 per cent.; while the increase of population was but 54 per cent.—*Census Report.*

Public Schools in England.—The public schools may be divided into three classes.—1. Supported by general or local taxation, of which class there are 610 schools, with 98,826 scholars: 2. Supported by endowments, of which class there are 3,125 schools, with 206,279 scholars; 3. Supported by religious bodies, of which class there are 10,595 schools, with 1,048,851 scholars; 4. Other public schools, of which class there are 1,081 schools, with 109,214 scholars. The total number of public schools therefore is 15,411, containing 1,413,176 scholars, 795,632 males and 617,558 females.—*Census Report.*

Ragged Schools in England.—In 1844 there were only sixteen ragged schools, having 2,000 children, and 200 (all voluntary) teachers. In that year the "Ragged School Union" was established, and in 1853 there appear to have been in London alone upwards of 116 schools, with 27,676 scholars, and 221 paid and 1,787 voluntary teachers. According to the census returns, the number of ragged schools in the whole of England and Wales, in 1851, was 132, containing 23,648 scholars.—*Census Report.*

CARDINAL WISEMAN AS AN EDUCATIONAL LECTURER.

It may be remembered that the London Society of Arts in connection with its educational exhibition at St. Martin's hall, Long-acre, organized a course of lectures to be delivered by eminent men while the exhibition was open. It was intended that these lectures should fill up all the gaps in our knowledge on the subject of education which the exhibition itself either failed to supply or did not sufficiently illustrate. Each lecturer was invited to take the educational topic which he preferred, and, while debarred from the introduction of politics or religion, he was left otherwise to treat it as he liked. The list embraced a very considerable number of names distinguished in science, or for their efforts in the cause of education. Many of the papers and discussions deserve commendation for the novelty and utility of the views expressed in them.

Among the lecturers at St. Martin's hall the Council of the Society of Arts have not hesitated to include Cardinal Wiseman. Nor has his Eminence declined to appear among the champions and advocates of education. Of course the theatre was crowded to excess, more so even than it was when Dr. Whewell read his paper (the first of the series) on the Material Aids to Education. The audience repeatedly applauded his Eminence, whose graceful eloquence, at least, deserved that compliment. The Cardinal chose as the title of his first lecture, "The Home Education of the Poor;" but it would be more accurately defined as "the education of the agricultural labourer after he has left school and commenced work."

The *Morning Post* gives the following summary:—

"The Cardinal, in commencing his discourse, said that all who had given any attention to the subject of education were of opinion that it could not commence too soon, and that its continuance should be commensurate with that of human existence. It was with such an aim that the education of the higher classes was conducted, and it was expected that they should, from what they learned at school, be able themselves to take in charge its future conduct. Having illustrated, by reference to the learned professions, the working of this system, he proceeded to observe on the education of the poor. He did not mean to speak of the education of those who were called mechanics, who had access to reading rooms, libraries, literary societies, lectures, and other means of instruction, but his intention was to speak of the educational condition of the agricultural poor of England. In that class of society there were strong prejudices against instruction to be yet obliterated. The children were sent for a few months to the parochial school, but the parents soon began to look upon them as available helps in the every day business of life, so that instead of their school education being a preparation for self education, it was entirely thrown overboard, until the people, became nearly as grovelling as the cattle they attended. There were two modes of treating this evil—one is to change the whole course of education adopted in the rural districts, and instead of giving them a literary instruction of any kind to make them agriculturists from the commencement. The next was to provide means for the continuation of such literary instruction as they at present receive. To achieve the latter course, there was a necessity for a literature suited to their wants. Here the rev. lecturer *explained the summary course adopted by the French Government for purifying the literature* which circulated in the rural districts of France, and proceeded to observe, that although such a course was here impossible, yet the public eye ought to be kept upon the circulation of such publications as moved the people to the recital of deeds of rapine and bloodshed, and made them lose the keen sense of what was vicious and immoral."

LORD BROUGHAM'S RESOLUTIONS ON NATIONAL EDUCATION IN ENGLAND.

The following resolutions were adopted by the House of Lords on the 4th August, on motion of Lord Brougham:—

1. That the increase in the means of education for the people, which had begun a few years before the year 1818, when the first returns were made, and had proceeded steadily till the year 1833, when the next returns were made, has been continued since, although less rapidly as regards the numbers of schools and teachers, but with considerable improvement both in the constitution of the additional seminaries and in the quality of the instruction given.

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2. That the returns of 1818 give, as the number of day schools of all kinds, 19,230, attended by 674,883 scholars; of Sunday schools, 5,463, and Sunday school scholars, 425,533; the returns of 1833, 58,971 day schools, and 1,276,987 scholars, and 16,828 Sunday schools, and 1,548,890 scholars; the returns of 1851, 46,042 day schools, and 2,144,378 scholars, 28,514 Sunday schools, and 2,407,642 scholars.

3. That the population having increased during these two periods from 11,642,683 to 14,386,415 and 17,927,609, the proportion of the day scholars to the population in 1818 was 1-17.25, of Sunday scholars 1-24.40; in 1833 of day scholars 1-11.27, of Sunday scholars 1-9.28; in 1851 of day scholars 1-8.36, of Sunday scholars 1-7.45; showing a more rapid increase, but more especially of Sunday scholars, in the first period than in the second, while the population has increased more rapidly during the second period, its increase being at the rate of 180,000 a-year during the first period, and 197,000 a-year during the second.

4. That there is reason to believe that the returns of 1818 are less than the truth, that those of 1833 have considerably greater omissions, and that those of 1851 approach much nearer the truth, whence it may reasonably be inferred that the increase during the first 15 years was greater than the returns show—that the increase during the last 18 years was less than the returns show—and that the increase proceeded during the last period at a rate more diminishing.

5. That before the year 1833 the increase was owing to the active exertions and liberal contributions of the different classes of the community, especially of the upper and middle classes, whether of the established church or of the Dissenters, the clergy of both church and sects bearing a large share in those pious and useful labors.

6. That in 1833 the plan was adopted which had been recommended by the Education Committee of the House of Commons in 1818, of assisting by grants and money in the planting of schools, but so as to furnish only the supplies which were required in the first instance, and to distribute those sums through the two school societies, the National and the British and Foreign.

7. That the grants of money have since been largely increased, and that in 1839 a committee of the Privy Council being formed to superintend their distribution, for increasing the number of schools, for the improvement of the instruction given, it has further applied them to the employment of inspectors and the training of teachers.

8. That of the poorer and working classes, assumed to be four-fifths of the population, the number of children between the ages of 3 and 15 are 3,600,000, and at the least require day schools for one-half as the number which may be expected to attend school, regard being had to the employment of a certain proportion in such labor as children can undergo; and that consequently schools for one-eighth of the working classes of the poor are the least that can be considered as required for the education of those classes.

9. That the means of education provided are still deficient; because, of the 2,144,378 day scholars now taught at the schools of all kinds, not more than about 1,550,000 are taught at public day schools, the remaining 500,000 being taught at private schools, and being, as well as about 50,000 of those taught at endowed public schools, children of persons in the upper and middling classes, so that little more than 1,500,000 of the day scholars are the children of the poor, or of persons in the working classes; and thus there are only schools for such children in the proportion of 1-96 of the numbers of the classes to which they belong instead of $\frac{1}{8}$, leaving a deficiency of 800,000, which must increase by 20,000 yearly according to the annual increase of the population.

10. That this deficiency is considerably greater in the large towns than in the other parts of the country, inasmuch as it amounts to 130,000 in the aggregate of the towns which have above 50,000 inhabitants, and is only 170,000 in the rest of the country; the schools in these great towns being only for 1-11.08 of the working classes, and in the rest of the country for 1-9.2 of these classes, deducting 50,000 taught at endowed schools.

11. That the deficiency in the number of the teachers is still greater than in the number of scholars, inasmuch as eight out of the largest towns appear to have public day schools, with 208 scholars on an average, the average of all England and Wales being 94 to a school; that there are assistant and pupil teachers in many of these schools, and paid masters in others; but that there is the greatest advantage in increasing the number of teachers, this being one of the chief benefits of Sunday schools, while the plan formerly adopted in the new schools of instructing by monitors among the scholars themselves is now properly allowed to fall into disuse.

12. That the education given at the greater number of the schools now established for the poorer classes of people is of a kind by no means sufficient for their instruction, being for the most part confined to reading, writing, and a little arithmetic; whereas, at no greater expense, and in the same time, children might easily be instructed in the elements of the more useful branches of knowledge, and thereby trained to sober, industrious habits.

13. That the number of infant schools is still exceedingly deficient, and especially in those great towns where they are most for improving the morals of the people and preventing the commission of crimes.

14. That, while it is expedient to do nothing which may relax the efforts of private beneficence in forming and supporting schools, or which may discourage the poorer classes of the people from contributing to the cost of educating their children, it is incumbent upon Parliament to aid in providing the actual means of instruction where these cannot otherwise be obtained for the people.

15. That it is incumbent on Parliament to encourage in like manner the establishment of infant schools, especially in larger towns.

16. That it is expedient to confer upon the town-councils of incorporated cities and boroughs the power of levying a rate for the establishment and support of schools under the authority of and in co-operation with the Education Committee of the Privy Council, care being taken as heretofore that the aid afforded shall only be given in cases of necessity, and so as to help and encourage, not displace, individual exertion.

17. That the permission to begin and to continue the levying of the rate shall in every case depend upon the schools founded or aided by such rate being open to the children of all parents, upon religious instruction being given, and the Scriptures being read in them, but not used as a school book, and upon allowing no compulsion either as to the attendance at religious instruction or at divine service in the case of children whose parents object thereto, and produce certificates of their attending other places of worship.

18. That the indifference which has been found of the parents in many places to obtain education for their children, and a reluctance to forego the advantages of their labor by withdrawing them from school, is mainly owing to the ignorance of their parents, and this can best be removed by the encouragement of a taste for reading, by the establishment of mechanics' institutions, apprentices' libraries, and reading rooms, and by the abolition of all taxes upon knowledge.

19. That in towns there have been established upwards of 1,200 of such institutions and reading rooms, with above 100,000 members, but that by far the greater number of these members are persons in the upper and middle classes, a very small proportion only belonging to the working classes; but it has been found in some parts of the country, particularly in Cumberland, that when the whole management of the affairs of the institutions is left in the hands of the working men themselves, a very great proportion of the attending members belong to that class, and, both by frequenting the rooms and taking out the books to read, show their desire of profiting by the institution.

20. That in every quarter—but more especially where there are no reading-rooms in the country districts—the great obstacle to diffusing useful knowledge among the people has been the newspaper stamp, which prevents papers containing local and other intelligence from being added to such works of instruction and entertainment as might at a low price be circulated among the working classes, and especially among the country people, along with that intelligence.

21. That the funds given by charitable and public-spirited individuals and bodies corporate for promoting education are of a very large amount—probably when the property is improved and the abuses in its management are corrected, not less than £500,000 a-year; and that it is expedient to give to the board formed under the Charitable Trusts Act of 1853 such additional powers as may better enable them, with the assent of trustees and special visitors (if any), to apply portions of the funds now lying useless to the education and improvement of the people.

GERMAN COLLEGE COMMENCEMENT.

The third of August, being the birth-day of the late lamented King of Prussia, is observed with peculiar regard, according to German custom, by the surviving members of the royal family. In the University too, which was founded by that monarch, Frederic William III., a festival is annually held upon the same day, to commemorate his life and virtues. Announcement was made of the approaching day in true scholastic latin, from the academic authorities, inviting all the high dignitaries of church and state to assemble "in aulis academicis," to hear a discourse from "His Magnificence," the Rector.

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At noon, the hour appointed, a large assembly was collected in the audience chamber of the University, one-half of whom were students and their friends, and the other half were the celebrities of the city, and other guests who had been especially invited. These two divisions of the company were separated by a balustrade, which divides the beautiful hall into two nearly equal parts. The honorary division was divided with well cushioned seats, but the students were not thus favored, and were obliged to maintain a standing position throughout the lengthened exercises. A rougher looking set of men, or one more plainly dressed, could hardly be found in any of our least favored colleges, than this body of German students; at the same time, it is very rarely, if ever, the case, that in any other city than Berlin, so large a number of truly learned men, both young and old, are assembled on one occasion.

Foremost among the persons who were present, must be mentioned the venerable Humboldt, whose noble features and benignant smile seemed to attract the attention of all. He was not in scholastic robes, but wore upon his plain black dress the decorations of royal orders, with which he has been honored. Before the commencement of the exercises, many who were present exchanged salutations with him, in a manner which showed how highly he was revered. Near him sat the cabinet ministers, and high officers of the army and navy, in their official uniforms, members of the diplomatic corps, the Bishop of the Lutheran Church in Prussia, Dr. Neander, and other clergymen, as well as other persons of distinction. When the audience was assembled, the doors at one end of the hall were thrown open, and the four faculties of the University entered in dignified procession. They were preceded by two beadles, dressed in bright red cloaks, and each bearing the mace of office. Then came "his Magnificence, the Rector, Dr. Encke," widely celebrated for his astronomical investigations, dressed in the gold embroidered purple robe of his office, and wearing at his side a sword, and upon his breast the emblems of seven or eight different orders. He was supported by the judge of the University, who is at the head of the University discipline, as the rector is of the science of the institution. Then came the theological faculty, in black gowns, with purple facings; the law faculty, in black gowns with scarlet facings; the medical faculty, with crimson facings; and the philosophical faculty with blue facings. At the head of each of these four bodies was its dean, who, instead of wearing a black gown, wore one entirely of the color of the faculty he represented. Almost every one of the professors was decorated with one or more orders. Among the eminent professors who were present, may be mentioned Ritter the geographer, Hengsternberg the theological writer, Trendelenberg the philosopher, Mitscherlich the chemist, Dove the physicist, Strauss the preacher, Strahl the jurist, and many others of scarcely less celebrity.

When they were seated, the court singers—a choir of male voices almost unequaled—sang a choral hymn.

The rector then proceeded to deliver a discourse, commemorative of the founder of the University, in the course of which he reviewed the discoveries in astronomy which took place during the life-time of that monarch, and spoke in eulogistic terms of the encouragement which his Majesty had extended to different departments of science. The discourse continued for more than an hour and a half.

At its close, the rector proceeded to announce the prizes of the year. The report of each faculty was read, giving the title of the essay to which the premium was awarded, and the sealed envelopes were then broken in presence of the assembly, and the names of the successful candidates, hitherto unknown, were publicly declared. It was difficult to say whether the eagerness of the professors or the students was greater, to hear the announcement of each fortunate writer. The themes for the prizes of the next year were then announced, and the exercises closed by the same choir singing the following hymn:

Verleih uns Frieden gnädiglich,
Herr Gott zu unsern Zeiten:
Es ist ja doch kein Andrer nicht,
Der für uns könnte streiten,
Denn du unser Gott alleine.

The procession of professors then retired, and the students sauntered about the University, exchanging their comments and congratulations. In all, three hundred persons may have been present, no ladies being invited.

The annual election of University Rector took place immediately before this festival. Prof. Encke, who has held this office for the academic year now closed, is succeeded by Dr. Mitscherlich, professor in ordinary of chemistry. He is a man of great ability, and is understood to represent the conservative school of politics.—*Cor. Norton's Gazette.*

UNITED STATES.

MONTHLY SUMMARY.

Roswell S. Burrows, Esq., of Albion, Orleans county, has made a munificent donation of three thousand dollars for the benefit of the Neander Library, in the University of Rochester. Mr. B. is one of the corporation of the University, and among the most liberal of its friends....The Trustees of Amherst College have elected the Rev. Wm. A. Stearns, D. D., of Cambridgeport, as President of that Institution, in place of Dr. Hitchcock, who resigned on account of enfeebled health....Orestes A. Brownson, says the Boston *Bee*, has accepted the invitation tendered him by the Rev. Dr. Newman and the directors of the Irish University, to accept a professorship in that institution. His salary is about $3,000 a year. He is now preparing his first course of lectures. It is understood that this engagement will not interfere with his Review....The new Universalist College is located at Somerville, just out of Boston, on a commanding eminence. The ground, valued at $20,000, was presented by Mr. Tufts, of Somerville. Hosea Ballou, D. D., is now on a visit to Europe for the purpose of purchasing a library....The Trustees of the Wesleyan College, at Middletown, Conn., have bestowed the honorary degree of L. L. D. upon Francis Hall, Esq., for so many years the efficient editor of the New York Commercial Advertiser....Dr. Terrell has given $20,000 to endow an Agricultural Professorship in Franklin College, Georgia. He has suggested Dr. Daniel Lee, the editor of the Southern Cultivator, and an editor of the Rochester American as a suitable person to fill the chair....The Recent Meeting of the American Institute of Instruction (the 25th Annual), at Providence, was an occasion of exceeding interest to the large number of delegates who took part in the exercises. Addresses were made on educational topics by Rev. Dr. Wayland, Rev. E. B. Huntington, Elbridge Smith, Esq., Rev. E. Beecher, D. D., W. Hooker, M. D., and Geo. Sumner, Esq....A valuable Theological Library, consisting of about 4,000 vols., a part of the estate of the late Dr. Philo, Professor of Theology at the University of Halle, has been purchased for Yale College New Haven....The American Institute, desirous of adding to its library such documents and works as have from time to time been published by the various State Governments, municipal and other corporations, has appointed Messrs. John Disturnell, Ralph Lockwood, Alexander Knox, Robert Lovett, Wm. A. Whitbeck, Alanson Nash, William Hibbard and Edwin Williams an Exchange Committee to procure such works. The Institute having issued 8 vols. of its transactions from 1846 to 1853, each volume containing over 500 pages, bound, this Committee is empowered to make exchange of these works with similar institutions in the United States and Canadas. The Institute has been twenty years forming the Library of 7,000 volumes, now in its rooms at No. 351 Broadway, and the object of this step is to make it yet more extensive and valuable....Dr. Wm. Terrill, of Sparta, has given to the Georgia State University at Athens, the munificent sum of $20,000, to endow a professorship of Agriculture. In pursuance of the donor's wishes, the professor of Agriculture is to give a free course of lectures each year....The Alumni of Yale College are busy raising $150,000 for the improvement of their Alma Mater. $80,000 of the $150,000 fund has been subscribed, and efforts are to be made to complete the amount. S. B. Crittenden, Esq., lately of New Haven, offered to raise his subscription from $5,000 to $15,000, and his generous example will be followed by others.

PENNSYLVANIA SCHOOL STATISTICS.—The following statistics are taken from the reports of superintendents made within the last four years, showing a large increase of benefits, without a dollar of increased expenditures:

	Pupils.	Teachers.	Averaged school time.	Appropriation paid.
In 1850	424,334	10,907	5m. 1 day	$186,773 24
" 1851	453,642	11,929	5m. 2 days	193,004 80
" 1852	480,778	11,713	5m.	190,266 19
" 1853	474,555	11,230	5m.	184,390 27

Thus, it is demonstrated that whilst the State expenditure for public schools has decreased since 1849, the number of pupils have swollen to fifty thousand, and the corps of teachers multiplied three hundred and twenty-three.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

In Russia, there are this year in course of publication ninety-five newspapers, and sixty-six magazines and periodicals, devoted to the proceedings of learned societies. Of these seventy-six newspapers and forty-eight magazines are in the Russian language; fifteen newspaphas and ten

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magazines in German; two newspapers and six magazines in French; three newspapers in English; one newspaper in Polish; and one in Latin; two newspapers in Georgian; and two in Lettish; also three newspapers in Russian and German, and two in Russian and Polish. In St. Petersburgh, twenty-six newspapers and forty-two magazines are published in the languages above mentioned. Of the direct news-papers in the Russian language published in St. Petersburg, one resembles the French *Moniteur*, and publishes a collection of the laws and orders of the Government twice a week. Another publishes the decrees and decisions of the imperial senate. A third deals in light literature, with a sparing admixture of politics. The *Russian Invalide*, which told the tale of the loss of the Tiger, the other day, is a daily military newspaper. There is a government paper which appears once a week; and another which is published daily. There are also mining journals, farming journals, trade journals and a "Finger-post to the police of St. Petersburgh."....The annual meeting of the French Academy of Inscriptions Et Belles Lettres (part of the Institute) was held in Paris the latter end of August. Numerous medals were distributed....An interesting and important discovery by M. Boyar of Nismes is announced in Paris. It consists of producing instantaneously copies of engravings, lithography, and printed pages, with such minute exactitude that even with the aid of a microscope they cannot be distinguished from the original. The discovery is kept a profound secret....The Berlin Academy of science celebrated the fiftieth anniversary of Von Humboldt's admission to that body on the 4th August. ....A rich inhabitant of Cologne has presented that city 100,000 thalers (about £15,200 sterling) to erect a gallery for works of art....Dr. Kitto, the eminent Biblical scholar, left England on the 9th, ult. for Stutgard, whither he has gone for the benefit of his health....A letter from an American, at present a resident of Berlin, to the *Christian Advocate*, mentions the recent death of Mademoiselle Neander, the faithful sister and attendant of the Rev. Dr. Neander, the well known author of the "Church History," and other valuable works....A project is now on foot to institute a Trade Museum in London, and with that view Professor Solly has been appointed by Her Majesty's Commissioners for the great exhibition of 1851, to commence the formation of a General Collection of the raw Produce and Manufactures of all countries. We hope that the British Colonies, and Canada especially, will have their various products fully represented in the Museum. Mr. F. H. Heward acts as agent for the project in Toronto, and is prepared to forward, free of expense, to parties desirous to contribute, any articles of Canadian produce, to the proposed collection. The Museum will embrace almost every article that is produced in Canada....The Archæological Society of Dublin, is about to bring out an Irish Dictionary,—as perfect as may be,—in which the names of places, townlands, &c, will be given, all of which are graphically significant. The society for preserving and publishing the ancient Irish Melodies have brought out a second part,—twenty airs, with notes and illustrations, by Petrie, Curry, &c., so that Irish literature is advancing....Messrs. Hodges & Smith, of Dublin, have also recently published an interesting and beautifully illustrated work, entitled, "Tours in Ulster," by John B. Doyle, Esq.

ARCHÆOLOGICAL DISCOVERY.

The *Quebec Canadien* gives an account of the discovery of an archæological specimen in that city. Some works are in progress for the extending of Durham Terrace on the site of the old Castle and Fort St. Louis. In demolishing on old wall that separated a garden from the fort, there were found at one of the angles of the wall, two pieces of monumental stones covering a copper plate, on which is the following inscription:—

D. O. M.
Anno reparatæ salutis
millesimo, sexcentesimo, nonagesimo tertio
Regnante Augustissimo, Invictissimo et
Christianissimo Galliæ Rege
LUDOVICO MAGNO XIIII,
Excellentissimus ac Illustrissimus Dnus. Dnus.
LUDOVICUS DE BUADE,
Comes de Frontenac, totius NOVÆ FRANCIÆ,
semel & iterum Prorex.
Ab ipsomet, triennio ante, rebellibus Novæ
Angliæ incolis, hanc civitatem Quebecensem,
obsidentibus, pulsis, fusis, ac penitus
devictis,
Et iterum hocce supradicto anno obsidionem
minitantibus,
Hanc arcem cum adjectis munimentis
in totius patriæ tutelam, populi salutem,
necnon in perfidæ, tum, Deo, tum suo Regi
legitimo, gentis iterandam confusionem,
sumptibus regis ædificari
Curavit,
Ac primarium hunc lapidem
posuit.

JOANNES SOULLARD
sculpsit.

The following is a translation of the inscription:—

"In the year of grace one thousand, six hundred, and ninety-three, in the reign of the very august, very invincible, and very christian king of France, Louis the Great, 14th of name, the very excellent and very illustrious Seignior Louis du Buade, Count of Frontenac, for the second time Governor of the whole of New France, the rebel inhabitants of New England, three years before, having been repulsed, routed, and completely vanquished by him, when they besieged the city of Quebec, threatening to renew the siege this same year, has caused to be constructed, at the expense of the King, with the fortifications adjoining it, for the defence of the whole country, for the safety of the inhabitants, and to confound again that perfidious people as well towards God as their legitimate King.—And he has laid this foundation stone."

This inscription is one more proof of the aversion of the old French Canadians to the New England roundheads. From most of the historical accounts there was not much love lost between them, and Franklin might as well have saved himself the trouble of his mission to induce the Canadians to join in the revolt with the old thirteen colonies.

UNIVERSITY OF TORONTO.

THE ANNUAL EXHIBITIONS will commence on THURSDAY, NOVEMBER 2, 1854.

The following SCHOLARSHIPS are offered for competition, amongst Matriculants:—

In *LAW*— wo of the value of £30 per annum, each.

In *MEDICINE*—Three of the value of £30 per annum, each.

In *ARTS*—Twenty-three (eight under the former, and fifteen under the new regulations) of the value of £30 per annum, each.

In *CIVIL ENGINEERING*—Two of the value of £30 per annum. each.

In *AGRICULTURE*—Three of the value of £30 per annum, each.

In addition to these, there are offered for competition in ARTS:

Amongst students of the standing of one year from Matriculation, 15, of the value of £30 per annum, each.

Amongst students of the standing of two years from Matriculation, 15, of the value of £30 per annum, each

Amongst students of the standing of three years from Matriculation, 15, of the value £30 per annum, each.

Each of these Scholarships is tenable for one year, but the scholars of each year are eligible for the Scholarships of the succeeding year.

Candidates for admission are required to produce satisfactory certificates of good conduct, and of having completed the 14th year of their age, and to pass an examination in the subjects appointed for Matriculation; or to produce similar certificates of good conduct, and of having completed the 16th year of their age; and to pass an examination in the subjects appointed for Students of the standing of two years in the University. The former are admissible to the degree of B. A. after four, the latter after two years from admission.

Graduates or Undergraduates of any University in Her Majesty's dominions are admissible *ad eundem*, but are required to produce satisfactory certificates of good conduct, and of their standing in their own University.

Candidates for Degrees, Scholarships, Prizes, and Certificates of Honor, who have been students of any affiliated Institution, are required to produce certificates signed by the authorities of that institution; but attendance on Lecture is not required, as a qualification, by this University, except for Students in Medicine.

All Candidates who purpose presenting themselves at the ensuing Examinations, are required to transmit to the Registrar, at his office in the Parliament Buildings, the necessary certificates, on or before Thursday, October 5th.

Information relative to the subjects of Examination, and other particulars, can be obtained on application to the vice-chancellor.

Senate Chamber, Parliament Buildings, Toronto, September 9th, 1854.

☞ To be inserted by all the news papers of the city twice in each week up to November 2nd.

UNIVERSITY OF VICTORIA COLLEGE.

THE WINTER SESSION will commence on THURSDAY, the 2nd of NOVEMBER next.

Arrangements have been made for re-opening the College Boarding Hall, under the direction of the Moral and Domestic Governor—Rev. S. D. Rice.

The price of Board will be reduced to 11s. 3d. cy. per week.—Students furnishing their own lights.

Young men who may so prefer will be allowed to board in private families. Apply to the

REV. S. S. NELLES, M. A.,
Principal Victoria College.

Cobourg, Aug. 31, 1854.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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Upper Canada.

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CONTENTS OF THIS NUMBER.

		PAGE
I.	Hugh Miller as a school boy	173
II.	School Discipline	174
III.	Instruments and agencies to be employed by the educator	175
IV.	1. Methods of Instruction. 2. The memory of kindness	176
V.	The Provincial Press. 1. The promotion of education in Lower Canada: *Montreal Transcript* 2. Increased Grant for education in Canada: *Three Rivers Inquirer*. 3. Inquiry into the state of education in New Brunswick: *N. B. Reporter*	176
VI.	How are the mass of the people to be educated?	178
VII.	Inferiority of American public libraries	178
VIII.	How they educate the people in Russia	178
IX.	1. The school house of the section. 2. The teacher in the school room	179
X.	Editorial.—1. Public School libraries. 2. Noble Examples. 3. Normal and Model Schools Examinations. Provincial Certificates granted at the close of the 12th session of the Normal School for U. C.	180
XI.	Miscellaneous.—1. To the teacher (Poetry.) 2. Mental Indolence of teachers. 3. Difficulties in school government. 4. "Now" 5. A mother's influence. 5. Primary schools in Boston. 7. New school law in Connecticut. 8. Progress. 9. Artistic workmanship at Pompeii. 10. A man entering into life. 11. Employment in school	182
XII.	Educational Intelligence.—1. Canada Monthly Summary. 2. Victoria College, medical department. 3. Prizes in the Common Schools. 4. British and Foreign monthly summary. 5. The Queen's Colleges in Ireland. 6. National education in Ireland. 7. Polish Schools. 8. United States Monthly Summary. 9. Schools in New-York. 10. American Institute of Instruction	184
XIII.	Literary and Scientific Intelligence.—1. Monthly Summary. 2. Melancholy fate of Sir John Franklin. 3. Extraordinary experiments with the electric telegraph	187
XIV.	Advertisements	188

HUGH MILLER AS A SCHOOL BOY.

Men may learn much from each other's lives—especially from good men's lives. Men who live in our daily sight, as well as men who have lived before us, and handed down examples for us in the lives of others formed after their own model, are the most valuable practical teachers. For it is not mere literature that makes men—it is real, earnest, practical life, the life and example of the home, and the daily practical life of the people about us. This it is which mainly moulds our nature, which enables us to work out our own education, and build up our own character.

Hugh Miller has very strikingly worked out this idea in his admirable autobiography just published, entitled "My Schools and Schoolmasters."* It is extremely interesting, even fascinating, as a book; but it is more than an ordinary book—it might almost be called an institution. It is the history of the formation of a truly noble and independent character in the humblest condition of life—the condition in which a large mass of the people of this country are born and brought up; and it teaches to all, but especially to poor men, what it is in the power of each to accomplish for himself. The life of Hugh Miller is full of lessons of self-help and self-respect, and shows the efficacy of these in working out for a man an honorable competence and a solid reputation. It may not be that every man has the thew and sinew, the large brain and heart, of a Hugh Miller—for there is much in what we may call the *breed* of a man, the defect of which no mere educational advantages can supply; but every man can at least do much, by the help of such examples as his, to elevate himself and build up his moral and intellectual character on a solid foundation.

We have spoken of the *breed* of a man. In Hugh Miller we have an embodiment of that most vigorous and energetic element in our nation's life—the Norwegian and Danish. In the times of long, long ago, these daring and desperate northern pirates swarmed along our eastern coasts. In England they were resisted by force of arms—for the prize of England's Crown was a rich one; and by dint of numbers, valor, and bravery, they made good their footing in England, and even governed the eastern part of it by their own kings until the time of Alfred the Great. And to this day the Danish element amongst the population of the east and north-east of England is by far the prevailing one. But in Scotland it was different. They never reigned there; but they settled and planted all the eastern coasts. The land was poor and thinly peopled; and the Scottish kings and chiefs were too weak—generally too much occupied by intestine broils—to molest or dispossess them. Then these Danes and Norwegians led a seafaring life, were sailors and fishermen, which the native Scots were not. So they settled down in all the bays and bights along the coast of Scotland, and took entire possession of the Orkneys, Shetland, and Western Isles, the Shetlands having been held by the crown of Denmark down to a comparatively recent period. They never amalgamated with the Scotch Highlanders; and to this day they speak a different language, and follow different pursuits. The Highlander was a hunter, a herdsman, a warrior, and fished in the fresh waters only. The descendants of the Norwegians, or the Lawlanders, as they came to be called, followed the sea, fished in salt waters, cultivated the soil, and engaged in trade and commerce. Hence the marked difference between the population of the town of Cromarty, where Hugh Miller was born in 1802, and the population only a few miles inland; the townspeople speaking Lowland Scotch, and dependent for their subsistence mainly on the sea, the others speaking Gaelic, and living solely on the land.

These Norwegian colonists of Cromarty held in their blood the very same piratical propensities which characterized their forefathers who followed the Vikings. Hugh Miller first saw the light in a long low-built house, built by his great grand-father, John Fedders, "one of the last of the buccaneers;" this cottage having been built, as Hugh Miller himself says he has every reason to believe, with "Spanish gold." All his ancestors were sailors and seafaring men; when boys they had taken to the water as naturally as ducklings. Traditions of adventures by sea were rife in the family. Of his grand-uncles, one had sailed round the world with Anson, had assisted in burning Paita, and in boarding the *Manilla* galleon; another, a handsome and powerful man, perished at sea in a storm; and his grand-father was dashed overboard by the jib-boom of his little vessel when entering the Cromarty Firth, and never rose again. The son of this last, Hugh Miller's father, was sent into the country by his mother to work upon a farm, thus to rescue him, if possible, from the hereditary fate of the

* No. 219 "Biography" in the Supplemental Catalogue of Books for Public Libraries in Upper Canada.

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family. But it was of no use. The propensity for the salt water, the very instinct of the breed, was too powerful within him. He left the farm, went to sea, became a man-of-war's man, was in the battle with the Dutch off the Dogger Bank, sailed all over the world, then took "French leave" of the royal navy, returning to Cromarty with money enough to buy a sloop and engage in trade on his own account. But this vessel was one stormy night knocked to pieces on the bar of Findhorn, the master and his men escaping with difficulty; then another vessel was fitted out by him, by the help of his friends, and in this he was trading from place to place when Hugh Miller was born.

What a vivid picture of sea-life, as seen from the shore at least, do we obtain from the early chapters of Miller's life! "I retain," says he, "a vivid recollection of the joy that used to light up the household on my father's arrival, and how I learned to distinguish for myself his sloop when in the offing, by the two slim stripes of white that ran along her sides, and her two square top sails." But a terrible calamity—though an ordinary one in sea life—suddenly plunged the sailor's family in grief; and he, too, was gathered to the same grave in which so many of his ancestors lay—the deep ocean. A terrible storm overtook his vessel near Peter-head; numbers of ships were lost along the coast; vessel after vessel came ashore, and the beach was strewn with wrecks and dead bodies, but no remnant of either the ship or bodies of Miller and his crew was ever cast up. It was supposed that the little sloop, heavily laden, and laboring in a mountainous sea, must have started a plank and foundered. Hugh Miller was but a child at the time, having only completed his fifth year. The following remarkable "appearance," very much in Mrs. Crowe's way, made a strong impression upon him at the time. The house door had blown open, in the gray of evening, and the boy was sent by his mother to shut it:—

"Day had not wholly disappeared, but it was fast posting on to night, and a gray haze spread a neutral tent of dimness over every more distant object, but left the nearer ones comparatively distinct, when I saw at the open door, within less than a yard of my breast, as plainly as ever I saw any thing, a dissevered hand and arm stretched towards me. Hand and arm were apparently those of a female: they bore a livid and sodden appearance; and directly fronting me, where the body ought to have been, there was only blank, transparent space, through which I could see the dim forms of the objects beyond. I was fearfully startled, and ran shrieking to my mother, telling what I had seen; and the house-girl, whom she next sent to shut the door, apparently affected by my terror, also returned frightened, and said that she, too, had seen the woman's hand; which, however, did not seem to be the case. And finally, my mother, going to the door, saw nothing, though she appeared much impressed by the extremeness of my terror, and the minuteness of my description. I communicate the story as it lies fixed in my memory, without attempting to explain it: its coincidence with the probable time of my father's death, seems at least curious."

The little boy longed for his father's return, and continued to gaze across the deep, watching for the sloop with its two stripes of white along the side. Every morning he went wandering about the little harbor, to examine the vessels which had come in during the night; and he continued to look across the Moray Forth long after anybody else had ceased to hope. But months and years passed, and the white stripes and square topsails of his father's sloop he never saw again. The boy was the son of a sailor's widow, and so grew up in sight of the sea, and with the same love of it that characterized his father. But he was sent to school; first to a dame-school, where he learnt his letters; worked his way through the "Catechism," the "Proverbs," and the "New Testament;" and then emerged into the gold-region of "Sinbad the Sailor," "Jack the Giant-Killer," "Beauty and the Beast," and "Aladdin and the wonderful Lamp." Other books followed—"The Pilgrim's Progress," "Cook's and Anson's voyages," and "Blind Harry the Rhymer's History of Wallace;" which first awoke within him a strong feeling of Scottish patriotism. And thus his childhood grew, on proper childlike nourishment. His uncles were men of solid sense and sound judgment, though uncultured by education. One was a local antiquary, by trade a working harness maker; the other was of a strong religious turn: he was a working cartwright, and in early life had been a sailor, engaged in nearly all Nelson's famous battles. The examples and the conversation of these men were for the growing boy worth any quantity of school primers: he learnt from them far more than mere books could teach him.

But his school education was not neglected either. From the dame's school he was transferred to the town's grammar-school, where, amidst about one hundred and fifty other boys and girls, he received his real school education. But it did not amount to much. There, however, the boy learnt life—to hold his own—to try his powers with other boys—physically and morally, as well as scholastically. The school boought out the stuff that was in him in many ways, but the mere book-learning was about the least part of the instruction.

The school-house looked out on the beach, fronting the opening of the Frith, and not a boat or a ship could pass in or out of the harbor of Cromarty without the boys seeing it. They knew the rig of every craft, and could draw them on the slate. Boats unloaded their glittering cargoes on the beach, where the process of gutting afterwards went busily on; and to add to the bustle, there was a large killing-place for pigs, not thirty yards from the school door, "where from eighty to a hundred pigs used sometimes to die for the general good in a single day; and it was a great matter to hear, at occasional intervals, the roar of death rising high over the general murmur within, or to be told by some comrade, returned from his five minutes' leave of absence, that a hero of a pig had taken three blows of a hatchet ere it fell, and that even after its subjection to the sticking process, it had got hold of Jock Keddie's hand in its mouth, and almost smashed his thumb." Certainly it is not in every grammar-school that such lessons as these are taught.

Miller was put to Latin, but made little progress in it—his master had no method, and the boy was too fond of telling stories to his schoolfellows in school hours to make much progress. Cock-fighting was a school practice in those days, the master having a perquisite of two-pence for every cock that was entered by the boys on the days of the yearly fight. But Miller had no love for this sport, although he paid his entry money with the rest. In the mean time his miscellaneous reading extended, and he gathered pickings of odd knowledge from all sorts of odd quarters,—from workmen, carpenters, fishermen and sailors, old women, and above all, from the old boulders strewed along the shores of the Cromarty Firth. With a big hammer which had belonged to his great grandfather, John Feddes, the buccaneer, the boy went about chipping the stones, and thus early accumulating specimens of mica, porphyry, garnet, and such like, exhibiting them to his uncle Alexander, and other admiring relations. Often, too, he had a day in the woods to visit his uncle, when working as a sawyer,—his trade of cartwright having failed. And there, too, the boy's attention was excited by the peculiar geological curiosities which lay in his way. While searching among the stones and rocks on the beach, he was sometimes asked in humble irony, by the farm servants who came to load their carts with sea-weed, whether he "was gettin' siller in the stanes," but was so unlucky as never to be able to answer their question in the affirmative. Uncle Sandy seems to have been a close observer of nature, and in his humble way had his theories of ancient sea-beaches, the flood, and the formation of the world, which he duly imparted to the wondering youth. Together they explored caves, roamed the beach for crabs and lobsters, whose habits uncle Sandy could well describe; he also knew all about moths and butterflies, spiders, and bees—in short, was a born natural history man, so that the boy regarded him in the light of a professor, and, doubtless, thus early obtained from him the bias toward his future studies.

There was the usual number of hair-breadth escapes in Miller's boy-life. One of them, when he and a companion had got cooped up in a sea cave, and could not return because of the tide, reminds us of the exciting scene described in Scott's "*Antiquary*;"—there were schoolboy tricks, and schoolboy rambles, mischief-making in companionship with other boys, of whom he was often the leader. Left very much to himself, he was becoming a big, wild, insubordinate boy; and it became obvious that the time was now come when Hugh Miller must enter that world-wide school in which toil and hardship are the severe but noble masters. After a severe fight and wrestling-match with his schoolmaster, he left school, avenging himself for his defeat, by penning and sending to the teacher that very night, a copy of satiric verses, entitled "The Pedagogue," which occasioned a good deal of merriment in the place. In a few weeks after, Miller was bound apprentice to a working mason.—*Eliza Cook's Journal.*

SCHOOL DISCIPLINE.

School discipline includes all those means and appliances whereby the order and healthful action of a school are maintained and promoted.

I. ORDER, &c.

Under this head may be classed, obedience, punctuality, silence, cleanliness, politeness, and general good conduct. It is quite unnecessary to explain in detail how these matters of discipline should be carried out in a school. The following general principles are well deserving the teacher's notice.

1. *The teacher should endeavor to establish a principle of limited self-government in his school.* This will occasionally relieve him of some of his most onerous duties; but even this is the least important end which will be gained by such a plan. The great end to be attained by it, is to interest the pupils in the management and proper discipline of the school,—to identify them, as it were, with the good name of the school, to have it said that the order of the school is mainly due to their own good sense and self-government.

One of the most obvious plans for carrying out this plan, is for the teacher to delegate (under supervision) his authority, in relation to order, &c, to his pupil teachers. But the principle should not stop here: he should endeavor to enlist the co-operation of all the ad-

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vanced pupils, and to govern the whole school by its public opinion. The following story given by Jacob Abbott, about a hat peg, affords us a graphic illustration of the principle which we should wish to see carried out

The preceptor of an academy was sitting at his desk, at the close of the school, while the pupils were putting up their books and leaving the room, when a boy came in with angry looks, and, with his hat in his hand bruised and dusty, advanced to the master's desk, and complained that one of his companions had thrown down his hat upon the floor, and had almost spoilt it.

The teacher looked calmly at the mischief, and then asked how it happened.

"I don't know, sir; I hung it upon my nail, and he pulled it down."

"I wish you would ask him to come here;" said the teacher; "ask him pleasantly."

The accused soon came in, and the two boys stood together, before the master.

"There seems to be some difficulty between you two boys, about a nail to hang your hats upon. I suppose each of you think it is your own nail."

"Yes, sir," said both the boys.

"It will be more convenient for me to talk with you about it to-morrow, than to-night, if you are willing to wait. Besides, we can examine it more calmly then. But if we put it off till then, you must not talk about it in the mean time, blaming one another, and keeping up the irritation that you feel. Are you both willing to leave it just where it is, till to-morrow, and try to forget all about it till then? I expect I shall find you both to blame."

The boys reluctantly consented. The next day the master heard the case and settled it, so far as it related to the two boys. It was easily settled, in the morning, for they had had time to get calm, and were, after sleeping away their anger, rather ashamed of the whole affair, and very desirous to have it forgotten.

That day, when the hour for the transaction of business came, the teacher stated to the school, that it was necessary to take some measures to provide each boy with a nail for his hat. In order to show that it was necessary, he related the circumstances of the quarrel which had occurred the day before. He did this, not with such an air and manner as to convey the impression that his object was to find fault with the boys, or to expose their misconduct, but to show the necessity of doing something to remedy the evil, which had been the cause of so unpleasant an occurrence. Still, though he said nothing in the way of reproach or reprehension, and did not name the boys, but merely gave a cool and impartial narrative of the facts,—the effect very evidently, was to bring such quarrels into discredit. A calm review of misconduct, after the excitement has gone by, will do more to bring it into disgrace, than the most violent invectives and reproaches, directed against individuals guilty of it.

"Now, boys," continued the master, "will you assist me in making arrangements to prevent the recurrence of all temptations of this kind hereafter. It is plain that every boy ought to have a nail appropriated expressly to his use. The first thing to be done, is to ascertain whether there are enough for all. I should like, therefore, to have two committees appointed,—one to count and report the number of nails in the entry, and also how much room there is for more. The other is to ascertain the number of scholars in school. They can count all who are here, and, by observing the vacant desks, they can ascertain the number absent. When this investigation is made, I will tell you what to do next."

The boys seemed pleased with the plan, and the committees were appointed, two members on each. The master took care to give the quarrellers some share in the work, apparently forgetting, from this time, the unpleasant occurrence which had brought up the subject.

When the boys came to tell him their results, he asked them to make a little memorandum, in writing, as he might forget, before the time came for reading them. They brought him presently a rough scrap of paper, with the figures marked upon it. He told them he should forget which was the number of the nails, and which the number of the scholars unless they wrote it down.

"It is the custom among men," said he, "to make out their report, in such a case, fully, so that it would explain itself; and I should like you, if you are willing, to make out yours a little more distinctly."

Accordingly, after a little additional explanation, the boys made another attempt, and presently returned, with something like the following:—

"*The Committee for counting the nails report as follows:—*

"*Number of nails* .....85.

"*Room for* .....15."

The other report was very similar, though somewhat rudely written and expressed, and both were satisfactory to the preceptor, as he plainly showed by the manner in which he received them.

I need not finish the description of this case, by narrating, particularly, the reading of the reports, the appointment of a committee to assign the nails, and to paste up the names of the scholars, one to each. The work, in such a case, might be done in recesses, and out of school hours, and though, at first, the teacher will find that it is as much trouble to accomplish business in this way, as it would be to attend to it directly himself, yet, after a very little experience, he will find that his pupils will acquire dexterity and readiness, and will be able to render him very material assistance in the accomplishment of his plans.

2. *As far as possible, the discipline of the school should be maintained without the aid of direct punishments; and its healthful tone and action should be rarely promoted by the application of such powerful stimulants as rewards or flattering commendations.*

When the teacher really finds it necessary that he should have recourse to punishments, in order to maintain the discipline of his school, he should act upon some graduated system of secondary punishments, before he inflicts the severest of them. Sometimes a look, from the teacher, will be sufficient to make a boy sensible of his fault; a reproof may supersede the necessity of any further punishment; and the withdrawal of some privilege may do more in correcting a boy of his error, than the use of the rod.

Whenever rewards are bestowed on boys of superior merit and character, they should be given as mementos of good conduct, and not as possessing any value apart from the object for which they are given.

3. *Drill exercises are highly calculated to promote the order and healthful action of a school.*

Besides the usual drill exercises in the play-ground, the teacher should frequently relieve the monotony of his lessons, by requiring his pupils, time after time, to go through certain simple gymnastic movements, such as, "arms folded," "hands on desks," "stand," "sit," "hands up," "down," "shoulders up," "right hand up," "left up," "turn," "front," &c.

Before a teacher commences a lesson, he should drill the children into good order; amongst other things, they should be commanded to sit upright, or to sit exactly in front of the desks, or to place their feet in a proper position, or to sit at proper distances from each other, or to place their books or slates properly—and so on.

They should be marched in and out of their classes in regular military order. Every gymnastic movement should be performed simultaneously, and with smartness and precision. All this tends very much to foster habits of order and prompt obedience.—*English Educational Expositor.*

THE INSTRUMENTS AND AGENCIES TO BE EMPLOYED BY THE EDUCATOR.

The educator must perpetually recur to truths, to principles, to facts, in the world of mind and of matter. In order to lay the firmest of bases to youthful training, it will frequently become necessary for him to turn from theories, from hypotheses, from mere accomplishments, and from even the wishes of pupils who would be orators before they are scholars, to what is solid and useful. The educator has to do with the most precious things known to us in the universe of God—the mind, and what it feeds upon. To the duties of this great employment, do many devote themselves with aspirations far below the dignity of what they assume. The hireling, the ejected from other employments, the fop in letters, and the sluggard, should fly the vocation of educator, It has been more than intimated that studies pursued by scholars are laden with proper nourishment of the intellect, yet the greatest discrimination and care should be exercised. Parallel with this sort of training must proceed a line which shall co-extend with it—that of character, education. In furtherance of this purpose we would suggest a complete knowledge of that masterly influence, *motive*, to the instructor. But such an attainment can be achieved only from a study of the biographies of the great and the good. The agency of man does not go away with him when he disappears from among men, but lives long after he is laid to sleep with his fathers.

Should we pursue this train of thought under the same philosophy with which we have thus far conducted it, it becomes necessary to distinguish between the course here commended to the attention of educators, and what are termed (though very inappropriately) utilitarian views. The sentiment has obtained especially among self-made men, where least of all it should have found countenance, that education, such as the common people want, is only that degree of mental training necessary to conduct respectably the actual business operations of life. But business, enterprise, inventions, discoveries, everything in the present operations of the world, owe what they are in the American world to the higher kinds of educational training. But our occupation is not what we have to be chiefly fitted for—not the great end of life—not the all-absorbing concernment of our probationary period. Education is the end of life here—vocation the means. Nor should it be forgotten that each succeeding age should rise above its predecessor in prosperity and in knowledge. We, therefore, as our Anglo-American fathers did for us, are under the highest obligations to place posterity on a vantage ground not occupied by ourselves. And to show this to be the will of God, he has so ordered human affairs that one generation

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shall have the educational training of its successor before it goes from the stage. But the legitimate province of instruction is in its more liberal range, not to make a mere plodding business man, but to make a thinking man. To become such a man he must rise to the comprehension of a large field of the material of thought—a thousand principles which he may never practically apply—truths also which have the only but the lofty purpose to expand, to strengthen, and to beautify the mind. This is with special emphasis true of mathematical and classical studies. Nearly as much may be uttered of that vast storehouse of knowledge, history, and of that wide range of philosophy and fact over which the lowest grades of intellect must go ere they can be graduated to respectable manhood. Robustness and growth are the aim of those instrumentalities and agencies employed by the educator in his elevated processes of training. To achieve this, he must aim higher than a mere utilitarian, business education. The true philosophy of education requires that all of the richest sources of aid should be drawn upon without scruple, and even gladly. The most prolific of those sources are found in what our predecessors of other ages have thought, written, left behind in books. The Past is rich. Spanning, as it does, the times which have preceded us, all of which have left many discernible lines of knowledge, it has laid up exhaustless sources of advancement Wonderful in greatness and in beauty and in variety, are the treasures contained in those languages which have ceased to be spoken. Exploration is an imperative obligation; for their wealth is to be drawn forth, and the diligent student is to be made the possessor of it. The absolute necessities implied in the relation of the pupil, make a demand on the energies of the educator equal to a fixed and omnipotent law of life. There is a perpetually occurring *why*, which ever startles the mind of the inquirer into earnest expectancy, and whose utterance must be met with an intelligent response. This monosyllable is expressive of that restless curiosity, or appetite for knowledge, which sustains a similar relation to the intellectual growth, that hunger does to the development of the physical stature. Ignorance cannot teach. Indolence is unable to lead. If the professed educator is unacquainted with the great principles, truths, and facts which make the substance of learning, he is a sterile and unproductive soil, prolific of famine, but not of plenty. If de does not think, he cannot induct others into habits of thought. The conclusion, therefore, is inevitable, that whoever assumes the functions of education to the young, must acquaint himself with those multiplied instruments and agencies of hig.. import which are abundantly furnished to his hand and are admirably adapted to his purpose. Nor can the following principle and fact here escape the discernment of the reflecting, that the human mind, both in its own operations and in greatness and texture of its works, proclaims the origin of its training, together with the agencies employed in accomplishing it. When John Quincy Adams stood up among the princes of legislation as the distinguished defender of the right of the sovereign people to petition their servants on any great question, no one needed to inquire from what part of the land he came or from what paternal stock he derived his origin, or to what quarter of the firmament of the great he belonged, or under what educational influences his magnificent stature of mental and moral manhood was reared. That celebrated conflict taught all that any one needed to know. Here is a noble triumph of the educator's function in the hero of Quincy.

But it may be objected that such a man is produced but once in an age. Let this be granted; still it remains true that the same means and labors will accomplish proportionably great results, though productive of other and less magnificent specimens of the man. The All-Wise has hidden from human eyes which are to be the first in mental stature among men. So the educator keeps on at his work of plying the instrumentalities and agencies of education, by which all lower gradations of natural endowment rise to be the utmost that can be made of them, while the first orders of ability, under a similar training, attain the most illustrious preëminence. Still another illustration of the effect of agency in intellectual culture is presented in the Cicero of classic Rome. During his earliest years he had been educated to the learning of his times. While yet in early life this great orator had travelled extensively in Greece, and had gathered together with unrivalled industry the choicest treasures of Grecian lore. He had also been trained in the polite learning and eloquence of that land of heroes and of letters by the ablest rhetoricians of the age. But the intelligent student of the fruits of his prolific pen scarcely need to be told of all this respecting Cicero, for the discriminating mind discovers in him most gracefully combined the strength of Grecian eloquence and the polish of Roman learning. The principles, truths, and agencies employed on the youth of this man, are distinctly traceable in the career of glory which he ran, in the style in which he discharged the functions of the most responsible and elevated positions, and in the beauties of those classics which have come down to us through the wrecks of many generations from his wonderful pen. Nor can it have failed to foster in the memory of the classical scholar what a noble tribute Cicero touchingly paid his revered instructor, the Poet Gracchus, when he laid his matchless abilities, his great erudition, and his charming oratory, at the feet of the man who first taught his mind to think, and genius to aspire.—*Massachusetts Teacher.*

METHODS OF INSTRUCTION.

In teaching, as in other branches of business, there are a great many excellent methods. These should be generally understood. But that is the best for each teacher which he best knows how to apply and carry out. It is not possible for all persons to adopt successfully the methodical system. To urge a particular system in all its minutiæ will as often confuse as render assistance. It is better to leave an intelligent and interested teacher with approved plans before him to lay out his own course. But what ever course or method shall be followed, it is hoped that a few cardinal points will never be lost sight of, for they steadily point to the great end of the school, not to make scholars learn what is in books merely, but to make good citizens and a prosperous, happy community. Among the most conspicuous of these are the following: First, let upright conduct, gentle manners, and kind feelings and cheerfull disposition be talked of, illustrated and insisted on by the teachers and all others who can be persuaded to the kindness, continually, in schoool and out. Secondly, let there be something in school made interesting and attractive to the scholars,—some studies, exercises, anecdotes, or illustrations, the more useful the better; but there must be something in school that scholars will expect with pleasure and enjoy with delight. Thirdly, let it be constantly impressed, both in discipline and instruction, that the chief business of the school is not confined to the walls of the school-room, but relates to the world without, to life and society. Fourthly, let there be that patient carrying out of some regular system which shall have a tendency to bear scholars along in the right way, as it were, upon the current, even if they do not always tug at the oars with all their might. These things will invite youth pleasantly to the sciences, and like the sun's rays upon the traveller, entice away from them that cumbrous cloak, the dislike of school, which all the rude peltings from time immemorial have not been able to drive off.—*N. H. Report.*

THE MEMORY OF KINDNESS.

Blessed be the hand that prepares a pleasure for a child! for there is no saying when it may again bloom forth. Does not almost everybody remember some kind-hearted man who showed him a kindness in the quiet days of child-hood? The writer of this recollects himself at this moment as a bare-footed lad, standing at the wooden fence of a poor little garden in his native village; with longing eyes he gazed on the flowers which were blooming there quietly in the brightness of a Sunday morning. The possessor came forth from his little cottage—he was a wood cutter by trade—and spent the whole week at work in the woods. He was come into his garden to gather flowers to stick in his coat when he went to church. He saw the boy, and breaking off the most beautiful of his carnations—it was streaked with red and white—gave it to him. Neither the giver nor the receiver spoke a word; and with bounding steps the boy ran home: and now, here at a vast distance from that home, after so many events of so many years, the feelings of gratitude which agitated the breast of that boy expresses itself on paper. The carnation has long since withered, but now it blooms afresh.

THE PROMOTION OF EDUCATION IN LOWER CANADA.

It is with pleasure we observe that the subject of popular education is receiving good attention from the Press, and that the Government really intend to do something on this important matter, so that we are encouraged now to hope for some beneficial change, when what are generally considered the great questions of the day are settled. The universal education of the youth of Canada, considering its extensive and important character, has never yet received proper attention. It has never occupied the time of our legislators; and, instead of being the object of their primary legislation, which it ought to be, it has been sadly neglected, and suffered either to decay or become perverted.

It is very true that past legislation extended its influence and patronage to what it thought was useful education; but it was behind the times. It maintained for years institutions, probably, well directed for some peculiar objects of instruction but which, from their nature, were never calculated to render the masses enlightened or more useful. Colleges have been endowed for those able to attend their lectures, and there our youth from the ages of eight to twenty one, could, if their parents wished, pass about eight hours daily in acquiring a little acquaintance of two extinct languages, and, at the same time, become utterly ignorant of their own great philosophers, historians, and language which they may mutually use. The knowledge of our modern authors was by this course of instruction, neglected, to make room for the acquisition of the precepts of the few, which can only read, and never can become valuable in intercourse. Under such training, it is, indeed, a poor consolation, that a youth, after years of laborious study, can write but a few verses in a dead language, and yet be incompetent to construe his own tongue, or maintain a business conversation in a modern language.

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What we want now most is a practical education for our youth, and a proper system of discipline to execute it.

This we have too long neglected and discouraged. We want a change in the matter, with proper and efficient persons to enforce it. While we have encouraged professors of Latin, Greek, &c, we have provided no teachers for the million. The machinery of popular education has not been well attended to, and the little care it has received, has proved not only injurious, but tended to impede the application of what might be useful

Barbarous rhymes about Mars, Bacchus, Apollo, and other old fogies, who did great things in their day, will never teach us the grammar of our mother tongue—the use of our ledgers—the general principles of the steam engine, telegraph, manufactures—or how to remove commercial restrictions, improve the resources of the country, and exterminate the many bad laws we have, and which are impeding our properity. It is useful knowledge we require; not profitless speculations down among the dead men. The speeches of Demosthenes, Cicero, and other orators, were all very well in their day, and were, no doubt, much respected by their countrymen; but it appears to us a sound speech on Reciprocity, Clergy Reserves, or any of our public grievances, would answer still better the tastes and duties of our generation.

What, we ask, after all the talk about it, is the education of a country. if it be not the rising up of our youth to the proper utilitarian ideas, and the study of the circumstances and wants of their country, and accurate information on the questions with which their future career and pursuits are blended. We have tdo largely endowed useles education, and given it monopoly in our colleges, whilst we foolishly allow the practical mental developement of the country to wither and decay. The business of life is, every day, proved to be not the object of our present system of instruction, and the consequence is, the greater part of what are called our educated youth, when turned out upon the world, find themselves loaded with a burden of useless learning which they don't wish to cast away—but which they cannot convert into that gold which has been expended in acquiring it. They find, too late, that instead of requiring anything practical, they have been cheated into a knowledge of what is of no service to them, and must soon be forgotten.

We do, therefore, earnestly encourage our Legislature to establish Normal Schools where useful teachers may be educated, and from whence may be scattered throughout our vast territory the diffusion of the light of knowledge and sound education. Let it be done, however, in a way that parents may not view it as a tax, but a blessing: if so, their prejudice will soon disappear, and their hearts will incline to the good work. In connection with this subject, we may mention, that, by the public accounts, we observe that the sum of £45,823 15s. 11d. was expended last year in this section of the Province for the cause of education. That it, or the grants which precee ied, have not been wisely laid out, the lamentable ignorance of our populattion too well demonstrate. As we have remarked before, unfortunately the bulk of it went to support a pernicious system of education while the intellectual acquirements of the people were left to starve for want of popular instructors. So it will continue, unless a general practical and popular system of training persons to assume the onerous duties of school teahcers is carried into force. The school master ought not to be abroad when so much is required among us. His home should be made comfortable for him; his office respected. He should no longer be an itinerant starveling, but a resident fulfilling his mission, and his calling honored. His services ought to be amply remunerated by the state; and his instructions heard with the same attention as the *dicta* of aincient philosophers and guides. When this important duty is performed by our Legislators, we may not then be so frequently taunted with the ignorance of our people, or insulted with the remarks of more favored nations upon our unprogressive spirit.—*Montreal Transcript*

INCREASED GRANT FOR EDUCATION IN CANADA.

There are now several petitions before the House of Assembly from the rural parts of the Province, praying that the annual Provincial Grant for Public Education, may be increased to £150,000. This is most significant. It seems that it has been left to the farmers in Lower Canada to discover a defect in our educational system, and to take the initiative in its removal. This is perhaps natural; the defects of the system pressed on the attention of the farmer, because felt by him, and he correctly seizes on the most erroneous principle, combats for its correction by asking for an incressed grant sufficiently large to induce qualified persons to adopt the profession of teachers. Though this is far from the only evil in our educational legislation, it is yet of sufficient magnitude to arrest the attention of any, who have even superficially observed its administration, and practical result. We are not about to examine now, the principles on which this system is founded, though we consider some of them erroneous and vicious, we merely notice the petitions and ask for it, in the name of the rising generation, a generous support. The other measures of the day.—the Seignorial Tenure, the Clergy Reserves, and the Legislative Council shrink into insignificance when placed in contrast, with the importance of the principle recognised by the petition. We trust when it comes before the House for consideration, the entire economy of the educational provisions, will be discussed, and that the Petitions will receive the support of all the good and patriotic in the assembly who wish their neighbours and themselves to derive the advantages that an effective educational law will confer. The petitions will most likely open up the entire question of national education, and a good or better system, must result from such an examination, and one adapted to impart the practical knowledge, now absolutely required for a country placed in the position of Lower Canada.—*Three Rivers Inquirer September 27.*

INQUIRY INTO THE STATE OF EDUCATION IN NEW BRUNSWICK.

The Commission appointed to investigate the Constitution and management of King's College, is sitting here at present, Dr. E. Ryerson, the justly celebrated Canadian Educationalist being one of the number. From this gentleman, as well as the Commissioners generally, we expect such a Report as will justify the expectation of the Legislature in their organization; and we trust ere another year has elapsed, that King's College under a more efficient system of management, will be as popular in its code of general discipline as it is already for the talent and learning of its professors.

It is not our wish to anticipate, were we able to do so, a single point in connection with the present College question. We leave it quietly in the hands of those duly appointed for the arduous service involved; but we have a few observations to make on the question of general education, and perhaps the present may be a fitting opportunity.

It has often been remarked, and we believe truly, that no country on the face of the Globe, with an equal population, expends an equal amount with New Brunswick upon Education, and the advance made upon the Teachers' salary at the close of the last session, points the climax of legislative generosity beyond all comparison. With all due allowanee, however, for our scattered and remote settlements, and the consequent difficulty of bringing the children together during the winter season for the purpose of instruction, we may truly say that there is not within the bounds of civilized society a greater number of persons in the same arena who exhibit a greater amount of carelessness in respect to the education of their children.

Belonging originally to a country where the lower classes are generally very poor, but where there is not a farthing of public money expended upon educational purposes, we cannot help drawing the contrast between the avidity and anxiety manifested by the indigent Irish peasant for the schooling of his child, and the apathy manifested by the New Brunswick farmer, rich and easy in his circumstances—with a large legislative grant to defray in effect more than two thirds the expenses—in the same cause. We have known men to carry heavy loads on their backs, a distance of ten long Irish miles to market, with the sole motive of giving the money thus slavishly earned to the schoolmaster! Here, on the contrary, the proprietors of fine properties, the hundredth part of which would outvalue the poor Celt's whole domestic establishment,—men who can otherwise live extravagantly—too often grudge the small sums expended upon the training of their children, and expect their education as a matter of right, and as a public charge.

We recollect not long since passing through a whole parish, which, notwithstanding the heavy inducement of the provincial grant, had not a single school within its limits! A dilapidated school-house, an itinerant Teacher—half nurse, half stable-boy—and a few boys who attend the said shanty, *when they have nothing to do at home*, are circumstances too familiar in New Brunswick.

It were needless to point out those repulsive features in our domestic economy, if their remedy could not be procured just as easily. If those who pay more attention to their colts and cows than they do to the montal cultivation of their children, were moderately but *directly* taxed, rendering it imperative upon them to make the rising generation efficient members of society—if the schoolmasters were properly trained and rendered independent of those migratory peregrinations which destroy their self respect and usefulness—if proper locations were chosen for school houses, without reference to any other consideration than the greatest benefit to the greatest number of children—if men owning large unreclaimed properties, and wealthy old bachelors, were double taxed to correspond with their negative delinquencies—then might we hope for the dawn of that knowledge, which instead of a parrot education at a ruinous public cost, would cultivate, aye and refine the minds of those who must occupy the stage of this busy life when its present actors shall have passed beyond it.

We never believed the assertion so frequently made in the House of Assembly, namely, that the youth of this country receive an education commensurate with the expenditures so lavishly voted for their benefit, We believe that a great part of the money is lost, because it can apparently be so easily obtained; and we should consider its being witheldt until the introduction of a more healthy and efficient system, a great public blessing. That we now pay heavily for a service, which at the

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best is but indifferently performed, all will allow; nor does the sly and stealthy mode of its collection—the indirect one—lessen the burthen. Nearly one half of the vast amount is thus absorbed in its own collection; while nearly the half of the other half is lost in its indifferent—its ill-judged expenditure. The country requires a new code, involving the support, standing, and education of schoolmasters;—direct taxation,—the proper division of districts—and all regulated by municipal authorities so as to suit each respective district throughout the whole. —*New Brunswick Reporter 22 Sept.*

HOW ARE THE MASS OF THE PEOPLE TO BE INSTRUCTED?

It may be asked by some, how is the great mass of the people to be educated? how are they to be instructed in the various branches which are necessary for the common pursuits of life? I answer, Education commences in early life, and is continued as long as the reasoning faculties remain unimpaired. The child, before it has the power of speech is taught; the first principles of right or wrong can be early inculcated into its mind by the parent, which can with difficulty be effaced in ri per years: how important then that parents and all those who have the care and instruction of youth be rightly educated in order that just principles may be instilled into their minds. The next education they generally receive a common school or elementary education; here the great mass of the community expect the rising generation will be educated in those branches of learning which are necessary for the business affairs of life; here some of our greatest men have been instructed; here they have laid the foundation of usefulness for the future generations; it is true some are what is called *self*-educated, who by their own industry, perseverance, and the use of proper books, have been famed for knowledge and have become leading stars in intellectual fame, brighten fng the horizon of scientific knowledge, and have been renowned for the important discoveries which they have made; but such cases are rare, and most of the community expect the youth to be educated in our Common schools, except what is taught them by the parent or guardian, or gained by observation or experince through life, and in my opinion to secure the attention, and at the same time interest the community at large in the cause of education, is an object worthy the highest consideration. As a man is generally considered the subject of Education, being a rational and moral being who is composed of three distinct elements, the *body*, *reason* and *moral sense*, it will be well to observe the connexion or relation they bear to each other.

If we refer to Ancient History, we find the Spartan youth were inured to hardship and toil, their bodily powers were exercised at the Platanistæ, but their minds were left almost uncultivated. The Athenians paid great attention to the physical and intellectual powers, but overlooked the moral sentiments. Perhaps none of the ancient cities equalled Athens in point of science; she was universally admitted the most celebrated nursery of the arts and education in the ancient world; her philosophers and rhetoricians would have ranked high in modern times, but owing to rivalry of contending factions, and I may add being educated only in part, Athens as well as whole kingdoms were torn by internal convulsions, and at the present time are almost unnoticed in history.

There were some disposed to cultivate the moral sentiments only, thus neglecting the former, but I believe a right education is to instruct the understanding; to draw out and bring into view all the latent virtues of our nature, and consequently embraces all the foregoing requirements combined, which are found essential to the progressive developements of these powers which constitute the man from the cradle to the grave.—*From a School Lecture by L. Chipman, Esq., Local Superintendent, South Burgess.*

INFERIORITY OF AMERICAN PUBLIC LIBRARIES.

We can never hope to bring the Apollo Belvidere, or the Parthenon to our shores. We can annex many things, but we cannot annex the Vatican, or the Museo Borboeico, or the buried city of Pompeii; but we are rich, and may buy copies of every work of art, and of every book that comes from a teeming press. It is no excuse to say that we are a young people, and it takes time to build up great collections and vast libraries. The best libraries in Europe are not so old as that of Harvard College; Gottingen counts not half so many years, and the noble University Library of Berlin scarcely surpasses the average of man. The Library of the University of Athens—although that city of ancient fame lay in ruins after the desperate and bloody war of the Revolution, only five-and-twenty years ago—now contains eighty thousand volumes, and is constantly used by six hundred students, and forty learned professors. The smallest German principality has its university—its museums—its richly furnished library, compared with which, our own, except the Astor Library, in New York, are but poor and insignificant. Will it be said that a petty German principality, of a few square miles in extent, can support establishments which the United States are too young and too poor to maintain!

The Museums and Libraries of Europe are kept abreast with the progress of the age, by the munificence of even the despotic governments. Men of learning may investigate any subject, without the necessity of travelling from place to place, to find the books or specimens they need. Unhappily men of learning are not always rich and works of science, when published, are not always found in railway libraries and bought by a discerning public, like popular novels. The astronomer, who lives laborious days in the profoundest researches, must publish his restlts by giving his time and labor gratuitously, and perhaps eke out his publisher's balance, against his subscription list, by private tuition in the elementary mathematics. A great historical scholar plans a work for the delight and instruction of the world; he must send to Europe and buy books, and get manuscripts copied at their own expense; the good taste of the English and American public perhaps in time repays with interest the outlay that must be made, before the History of Ferdinand and Isabella, and the Conquest of Mexico can be produced.

Another distinguished scholar writes a History of Spanish Literature, destined to take the highest rank at home and abroad, and to become the standard of authority in that department of elegant letters. But that work could not have been written in our country by any scholar, however accomplished, who was not at the same time endowed with a large share of this world's goods. Books must be purchased, public and private libraries in Europe must be visited, and thus, at a vast expenditure of time and talent and money, that great literary achievement is accomplished, conferring on our country the honor of having produced a work on an interesring branch of European Literature, which European Scholarship welcomes as a precious addition to its treasures of learning. Could a poor man, however able have written Bancroft's classical History of the United States? Could Longfellow have expounded Dante and Goethe to his classes, with the literary resources of Harvard College Library? Can any scholar write the History of Greek or Roman Literature, with no other books than the College Library affords, and no other pecuniary means than a Professor's scanty salary? Is it possible, here or anywhere in the United States, for the scholar, in any department of knowledge, to maintain himself at the height of the age—to know what is elsewhere known, and what he must know, if he would do justice to his subject or himself?—*Professor Felton's Address before the Alumni of Harvard College.*

HOW THEY EDUCATE THE PEOPLE IN RUSSIA.

While the professors of the Greek faith in Russia, are the most superstitious of the nations of Europe, they are the most heedless and contemptuous of their religious chiefs. While the people repeat, in their catechisms, that the *Emperor* is the Vicegerent of God, a Synod, presided over by a lieutenant-general, decides upon ecclesiastical affairs. The priests are paid their stipends from the public treasury; they receive rank according to military routine, and officiating at the altar, they are decorated with the insignia of the military orders. This priesthood, teaching the nation that the will of the Emperor is the only law, the only means by which they can be blameless in this world, or saved in the next, are also used to administer to the enormous mass of men constituting the army of Russia, the oath to *extend* its *frontier!* The following extracts from the "Russian Catechism" will verify these remarks:—

"*Q.* How is the authority of the Emperor to be considered in reference to the spirit of Christianity?—*A.* As proceeding immediately from God.

"*Q.* What duties does religion teach us, the humble subjects of his Majesty, the Emperor of Russia to practise towards him?—*A.* Worship, obedience, fidelity, the payment of taxes, service, love, and prayer; the whole being comprised in the words worship and fidelity.

"*Q.* Wherein does this worship consist, and how should it be manifested?—*A.* By the most unqualified reverence in words, gestures, demeanour, thoughts, and actions.

"*Q.* What kind of obedience do we owe him?—*A.* An entire, passive, and unbounded obedience in every point of view.

"*Q.* In what consists the fidelity we owe to the Emperor?—*A.* In executing his commands most rigorously, without examination; in performing the duties he requires from us; and in doing every thing willingly without murmuring.

"*Q.* What are the supernaturally revealed motives for this worship? (of the Emperor.)—*A.* The supernaturally revealed motives are, that the Emperor is the Vicegerent and minister of God, to execute the divine commands; and, consequently disobedience to the Emperor is identified with disobedience to God himself; that God will reward us in the world to come, for the worship and obedience we render the Emperor, and punish us severely to all eternity, should we disobey, or neglect to worship him. Moreover, God commands us to love and obey, from the inmost recesses of the heart, every authority, and particularly the Emperor; not from worldly consideration, but from apprehension of the final judgment.

"*Q.* What books precribes these duties?—*A.* The New and Old Testaments, and particularly the Psalms, Gospels, and Apostolic Epistles.

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"*Q.* What examples confirm this doctrine?—*A.* The example of Jesus Christ himself, who lived and died in allegiance to the Emperor of Rome, and respectfully submitted to the judgment which condemned him to death."

In the printing of the Catechism, the words "GOD" and the "EMPEROR," are printed in large letters. The name of "Christ" in small. This was the Catechism that the Roman Catholic Polish children were constrained to learn, and by which constraint, the treaty of Vienna is wholly violated, even had it been preserved in all other respects.

[This teaching is positive blasphemy, and a most shameful practising on the credulity of a superstitious and ignorant people. So much for Nicholas I., the scourge of his people, and now the curse of mankind.] —(*From the Sunday School Teachers' Magazine.*)

THE SCHOOL HOUSE OF THE SECTION.

As the time for opening fall and winter schools approaches, it becomes trustees, and those who have the interest of schools at heart, to look to the condition of the school house; to see that the plastering is repaired, if necessary, the walls whitewashed, the windows glazed, and the means for warming and ventilating secured, and a good supply of fuel on hand in season; in short, that every thing be done, which can be effected, to render the school room pleasant and convenient, or, at least, comfortable and healthy. We are aware that much has been said on this subject, and every argument has been employed to show its importance, and to induce all concerned to feel a proper interest in the subject, and still a very large number of school houses in the Province present a most cheerless aspect to the beholder, and are still more uncomfortable for those who occupy them.

In hardly any thing else pertaining to the improvement of society or the conveniences of life do the people manifest a wish to stand still or even to go backwards. Do any now think of moving to Iowa, Wisconsin, or Minnesota, with an ox-team, and occupying from four to six or eight weeks in the journey, because, forsooth, their fathers did so in removing to Ohio? Do any parch corn and pound it in a mortar for food, because, before the erection of mills, the early settlers were compelled so to do? Do any pick, card, and spin all their own wool and dress all their cloth by hand, for a similiar reason? Do our farmers and mechanics erect houses of logs, with a single room for all the family, with an opening through the roof for the escape of the smoke, and use stools for seats, the floor for a bedstead, a chest for a table, trenchers for plates, and fingers for knives and forks, because in the history of the human race there may have been a time when their ancestors did thus, and, *therefore*, they and their children must needs do so?

And yet this is the logic not unfrequently used in regard to the school house, and by men reputedly possessed of good judgment, men who reflect upon other subjects and become intelligent and enterprising; who not only seize upon valuable improvements when proposed to them, but who study to devise them, and are ready to laud in unmeasured terms those who have introduced important improvements in agriculture and other useful arts. But talk to them about improving the school house, making it larger and more commodious, furnishing it with better seats and desks, with suitable apparatus, blackboards, maps, charts, &c., and we are immediately and very decidedly told that "the house is now better than any in which they ever attended school, that in their youth they had nothing but slab-benches without backs, and as for blackboards and apparatus, no such thing was ever heard of then, and they think their children can do without them as well as they did."

Now is it not evident, from the strain of these replies, that those who make them are acting upon the assumption that no important improvement in the means or methods of education can be made; or upon the equally absurd assumption that in this department alone no such improvement is needed? We might have less fault to find with the reasoning of these persons, if they would be consistent and apply the same to other subjects of similar, or even of less importance. If they will reject or throw aside all the improvements of the age—if farmers will throw aside the plows they now use and adopt those used fifty years since; if they will use oxen instead of horses, and sleds instead of wagons; if they will reap, thrash and winnow their grain by hand, wash it at the spring if foul, and carry it to mill a bushel at a time, on horseback, with a stone in one end of the bag; if they will use chimneys with a wide back, burn their firewood of sled length, and draw in the logs with a horse; if they will wear no clothes except those manufactured entirely in their own houses; and if mechanics of every class will use no tools and adopt no methods in their respective employments, which have been invented or introduced within the last forty or fifty years,—we may then cease to urge the necessity of improvements in school houses, furniture and apparatus.

Here let us not be misunderstood; when the country was new and the people comparatively poor, or at best, supplied with little more than the necessaries of life; when the single room of the log cabin, with its chinks well closed with clay, with its floor of earth or split timber, its wide fire-place, its rude stools and other furniture, and its bark torches instead of lamps, was considered a palace; then there was no incongruity between it and the school house of similar architecture and furniture, and no injurious effect was produced upon the minds of children by resorting to such a place for study and instruction. But, when these cabins have given place to the spacious and commodious farm house, or the stately mansion, well furnished and decorated with maps and paintings upon its walls, and elegant volumes and costly engravings upon its tables; and when even the barn and its neighboring buildings have assumed an air of comfort, if not of taste, and are constructed, lighted and ventilated with due reference to the health and comfort of their inmates—can it be expected that children will resort to the unseemingly school house, poorly lighted, ill-warmed, unventilated, with its floor undulating like the surface of the sea, and covered perhaps with filth; with its walls blackened by the smoke of years, and variegated only by grotesque or obscene inscriptions and delineations, and the whole presenting the most comfortless aspect imaginable,—can it be expected, we say, that children and youth will go from their homes to such places without feelings of repugnance, or without connecting most unpleasant associations with every thing that pertains to school and the acquisition of knowledge? And can the teacher be blamed if they do not love the school and take delight in study? *Ohio Journal of Education.* A. D. L.

THE TEACHER IN THE SCHOOL ROOM.

It is well for the teacher to remember that each of his pupils has, ordinarily, an equal claim upon his time and attention. Generally speaking, probably, there are not more than three hundred minutes, in the school day, during which the teacher can give instruction. In a school of forty scholars, then, he can give only seven and a half minutes to each. From this, and other considerations, the propriety of the following suggestions will be easily seen:

1. Classify, as far as possible, all the pupils in the school, and in every study. Not only in reading and spelling, but in arithmetic, geography and grammar. Ten or fifteen pupils may be profited by the same explanation, or by an illustration on the blackboard, or otherwise, as well as one.

2. Have as few classes as possible, that as much time as is practicable, may be given to the recitation or exercise of each class. In reading, spelling, and some other branches, it is desirable that all the members of a class be furnished with books of the same kind; but this is not indispensable in all the studies. In geography or arithmetic, for example, if you have several scholars of nearly the same grade of advancement, and entire uniformity of books can not be secured, it is better still, to have them in one class, to have the subject assigned to them, and let them study from their different books and recite and be instructed together, rather than form two or three small classes. This course may often be pursued with good results, especially with scholars somewhat advanced, as any intelligent teacher can easily reconcile the apparent discrepancies between the works of different authors on the same subject; and, in geography, if the teacher uses the outline maps, or in arithmetic, if he makes free use of the blackboard, he will find that different text-books on the same subject are often an advantage, rather than otherwise.

3. As far as possible, give your entire attention to the class while reading or reciting. No pupil should be allowed, under any ordinary circumstances, to interrupt the teacher, while he is hearing a recitation or instructing a class, by asking permission to speak or leave his seat; and any disturbance, made at such a time, should be regarded as a much more serious offence than if it occurred when the teacher was not thus occupied.

4. As often as convenient, seek opportunities for communicating general instruction on important topics, to the whole school. Such general exercises should be short, confined to a single subject, or a few related topics, and it should be the aim to secure the entire attention of the school during the lecture. This mode of communicating instruction is highly important as a means of preparing pupils to gain information through the ear, in subsequent life, from conversation, lectures, addresses, sermons, etc.

5. As no scholar should be permitted to attend school without giving some attention, every day, to spelling and reading, so all should be instructed in arithmetic in some form; in mental arithmetic if not in written. The youngest pupils should be taught to count and to number, then to add and subtract, multiply and divide, commencing with sensible objects; those familiar with these exercises, should be made acquainted with notation and numeration, and the mode of performing the fundamental operations in written arithmetic; and those the most advanced in the study, should be frequently and thoroughly questioned on the definitions and rules, and exercised in the solution of examples mentally and on the blackboard.

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During the warm season, much effort will be needed on the part of the teacher, to give the exercises such variety and interest as to command the attention of the school. For this purpose, his plans and modes must of course be somewhat frequently varied. The smaller scholars should have some concert exercises, as repeating the names of the seasons, the days of the week, the months, &c.—the points of the compass, the names of the town, county and State in which they live, and other facts in geography; counting, numbering, and the addition and multiplication tables, etc. The older pupils should also have some concert exercises in arithmetic, geography, history, and other studies. To awaken interest in spelling, the younger pupils should occasionally spell a number of common words, to be dictated by the teacher, such as *knife, fire, wrist, tongue;* or they should be allowed to mention and spell the names of familiar objects, such as the articles in the school room, or furniture at home, or the different kinds of food or fruits they eat, the garments they wear, etc. The older pupils should sometimes write on slates the words pronounced by the teacher, and for this purpose a similar course to that above named may be pursued. It should always be borne in mind by the teacher, that the great object in attending to spelling, is to acquire the ability to *write* words correctly. Occasionally, if thought proper, the scholars might be allowed to "choose sides," and spend the last hour of Friday or Saturday in spelling in that manner.

In reading, if a class become dull, let each read only to the first pause, or to a period, and thus pass around the class several times in a few moments. When it is desirable to read longer sentences, if they do not "keep the place," call upon them promiscuously, instead of reading in rotation. If they do not pay close attention, read yourself and make mistakes, by mis-pronouncing, and omitting or inserting words, and require them to detect and describe the mistake; this may be repeated to the fourth or fifth time, and almost any degree of enthusiasm awakened in the class, if it is adroitly done.

If the teacher can sing, a few minutes spent in singing some cheerful juvenile song, will do more, perhaps, than any other single thing to enliven the school and quicken both teacher and scholars; and, perhaps, nothing exerts a better influence over the minds of all concerned.

Ohio Journal of Education.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: NOVEMBER, 1854.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

PUBLIC SCHOOL LIBRARIES.

During his last visit to the several Counties of Upper Canada, the Chief Superintendent of Schools explained to the County conventions the steps which had been adopted, after the most careful deliberation, for the establishment of Public Libraries, and the precautions which had been adopted to avoid the evils which had been complained of in connexion with the school library system in the State of New York. It was a noble and an almost original conception in the State of New York to provide useful and entertaining reading for all its youth through the medium of school libraries; and the liberality with which the Legislature made provision for that purpose is, in the highest degree, commendable. But it is to be regretted that, for want of adequate precautions and regulations in the selection of books and the means of supplying them, the fund set apart for the establishment of School Libraries has not realized the hopes of its patriotic projectors. The losses to the Library Fund, and the injury to school sections, by both the prices and character of books, in the State of New York, are prevented by the methods adopted in Upper Canada in the selection of books and in supplying them to Municipalities at reduced and uniform prices; and our admirable Municipal system remedies much of what is lamented in the State of New York, arising from individual indifference and carelessness.

It is also to be remembered, that though our system of Libraries is managed by the Educational Department and School authorities, yet the Libraries are truly and in the widest sense *public* libraries—and public *free* libraries—open to all, without exception, and without fee, according to the regulations for the safety and proper care of the books. The number of volumes sent out from this Educational Department of Toronto up to the 31st October, was 81,965—an average of upwards of 8,000 volumes per month since the commencement of the system.

We have read with unaffected regret the following statements and remarks in the *New York Teacher* of last month. We trust means will soon be devised to secure to the State all the advantages which may and ought to be conferred by their noble library fund. We trust, at the same time, that the perusal of the following article will satisfy all persons in Upper Canada, who may yet have any doubts on the subject, as to the propriety and advantage of the measures and regulations which have been adopted in Upper Canada for the establishment and extension of public libraries.

(*From the New York Teacher, for October* 1854.)

When the state set apart the sum of $55,000 annually for the purchase of school section libraries, it was thought and believed that a great good had been accomplished; that future generations would reap a harvest, the seeds for which were sown with so much care, and in the exercise of so strong a faith. But alas! for human speculation, the intent was good and the appropriation was liberal, but the object has not been accomplished. Why not? Because, in the first place, the majority of the inhabitants are not sufficiently interested in the subject. They do not appreciate the great benefits that would certainly be derived from a well selected library, if properly used. They often allow petty, personal feeling to prevent them from participating in its advantages, thus bringing an irremediable evil upon their children. They refuse to be troubled with the care of the library, thus consigning it to an unfavorable location in the section, and often hide it in some dark corner of the garret, or stow it into some out-buildings where its only visitors are rats, mice and spiders. They exercise a low and pernicious taste in the selection of books. Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled publishers, and the dry uninstructive matter of some *cheap old book*, usurp the place of the instructive, the elevating, the refining, the progressive issues of reputable publishing houses. They seem to regard it as a great evil that they cannot divert this sacred fund from its appropriate channel. Almost daily applications are made to the State Superintendent for permission to apply the Library money to the payment of teacher's wages, and that, too, when the section is destitute of many useful items of apparatus; sometimes even of a globe and blackboard. How short-sighted and penny-wise is that polity which would thus rob the rising generation of intellectual nutriment, just to diminish the merely nominal school tax or rate bill to the amount of a few cents to each individual! How much better would it be, to raise an additional amount in each section, that the school liberary might be made an exponent and representative of the literary progress of the age!

But, says one we rely upon pedlars to supply us with books and of course we must take what they bring us! This is no excuse. We are not only required to act in accordance with the light we have, but we are held responsible if we neglect to obtain the information which we might have obtained had we made the effort. Let any one look over the pages of advertisements in this journal for example, and he will find that there are scores of books which hawkers never carry, and he well find that a pedlar's wagon is no more the place to purchase books for school section libraries, than would a tin pedlar's cart be to purchase a dessert set for the Queen of England. It is true that those unprincipled men who palm off spurious works upon the sections are responsible for the act, but at the same time, it does not relieve the purchasers from their portion of censure. The imposer and the person imposed upon—the tempter and the tempted, are alike guilty.

The practical question now is, "Can a reform be effected?" Most

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certainly. Let township superintendents, teachers and trustees but co-operate with the state superintendent and such other persons as may have an influence in waking up the public mind to the subject, and the work will be accomplished. Let the question be discussed at the teachers' institutes this fall. Let the state agent's suggestions on this point be heeded. Let teachers wake up to their duty, and become themselves the patrons and exemplars in their respective sections. Let them present the matter to their pupils, in a way that shall stimulate to reading, and lead to discrimination between the good and the bad. Then shall the libraries be cherished as the choicest treasure of the school section, and the inhabitants be elevated to the position which they were intended to fill. See page 178.

NOBLE EXAMPLES.

A gentleman called at the Educational Department, Toronto, a few days since in behalf of the Warden of the County of Waterloo, for books to the amount of £25, for prizes to be given to the best scholars in that County, as tested by a Public Examination to be held in the County Court House at Berlin, 27th December next—the youthful competitors to be selected from all the Common Schools of the County that are disposed to compete, and to be known at the examination, not by names, but by numbers affixed to the breast of each. The Examination is to be conducted by Mr. J. H. SANGSTER, (Principal of the Central School, Hamilton,) who came to the Normal School at Toronto in 1847, a lad about 18 years of age, and slenderly qualified for admission; but who, by his talents and industry, and the system of training that he has had, has become one of the most able and accomplished Teachers in Canada, if not in America. The Central School at Hamilton contains upward of 1,000 pupils, and with this School are connected Primary Schools for small children—one or more in each Ward of the City—but all under Mr. SANGSTER's oversight, and taught by Teachers trained in the Normal School. From these Primary Schools, the pupils are drafted into the Central School, through the several divisions of which a pupil may advance until he acquires a thorough English Education. The City of Hamilton has the most complete system of Schools of any City in Upper Canada; and its Central School House will advantageously compare with many a College, in the extent of its accommodations and the style of its architecture, provided, as it is, with play-yards, gymnasia, &c.,—all the product of local intelligence and enterprise, under the operations of the present School Law and System since the year eighteen hundred and fifty.

The example of the County Council of Waterloo, in expending £25 in prizes for the encouragement of good scholarship in its Schools, is an enlightened step in the right direction, and cannot fail to improve the Schools, by prompting both Teachers and Pupils to increased exertions. If large sums of money are expended by the Provincial, County, and Township Agricultural Societies as prizes for the best specimens of cattle, grains, &c., it is surely proper to furnish at least equal encouragement for the best productions of our Common Schools—the Colleges of the great majority of the people—the true bulwarks of public liberty, the grand engines of national civilization and advancement.

We are also happy to observe that several prizes have been offered by private individuals in different parts of Upper Canada for the encouragement of Teachers and Pupils of the Common Schools. See page 184.

To TRUSTEES AND LOCAL SUPERINTENDENTS.—Blank forms for the annual and semi-annual returns of Trustees will be sent out immediately from the Educational Department to the *Local Superintendents*, for distribution, and not to the Trustees direct, as heretofore.

NORMAL AND MODEL SCHOOLS EXAMINATION.

The examination of the Students of the Normal School took place on the 12th of last month. On the platform in the theatre were seated the Chief Superintendent; the Hon. J. H. Gray, a member of the executive Government of New Brunswick; the Hon. John S. Saunders, a member of the Legislative Council of the same Province; the Rev. H. J. Grasett, B. D.; Prof. Wilson. L L. D.; Rev. A. Green, D. D., &c., &c.

At the conclusion of the examination at half past four o'clock, the Chief Superintendent rose and expressed his thankfulness that amidthe disease and death of the past summer, they were all so happily preserved to the close of the session. He congratulated the students on the successful termination of their labors for the present.

Our system of education was one which developed individual independence in its highest and best sense; it called forth self-reliance and those other virtues which adorn the human character. The test of the standing of the student was not, strictly speaking, applied in the oral examinations just closed, but in written answers to written questions which had been proposed to them during the week. By that they would be judged and not by failure or success on the present occasion.

As he had just seen the official appointment of the successor of His Excellency, the Earl of Elgin, who has been graciously pleased to institute the prizes (which he had requested the Hon. Mr. Gray to distribute,) he could not but acknowledge the great consideration and attention which this institution had ever received at the hands His Excellency. It was a striking fact that the Earl of Elgin was the first Governor who had officially and personally, on all occasions, referred to this institution and school system in terms of the highest commendation and praise. He would request the Hon. Mr. Gray of New Brunswick, as his representative on the present occasion, to distribute His Excellency's prizes.

The Hon. Mr. Gray, in rising expressed his regret at not being in a position to do more justice to the present occasion and to the noble donor of the prizes before him. He had, since his arrival, carefully studied the system as exemplified by this institution, and particularly in the Model Schools. The answering of the children there surprised and delighted him. He could not but be pleased with what he witnessed, as it was spontaneous and not the result of preparation. He was certain that the prizes which Dr. Ryerson had honored him by requesting him to distribute, would be regarded by the successful competitors not so much as a tribute to their own individual exertions, as that they would operate as a stimulus to incite others to diligence and success in the profession in which they were engaged. From the result of their labors which he had just witnessed in the examination, he had almost come to the conclusion that mental enlightenment was indigenous to the soil of Canada, but looking at that system itself he felt that it was the system alone which contained the germs of success, and not that any individual or provincial superiority was apparent. He hoped that the official visits of himself and his colleague would result in introducing into their own province a system which had produced such noble fruit in Canada. He was certain the value of education was as deeply felt in this province as it was 2,000 years ago in the classic land of Greece; that it was still a solace, a friend, a comfort, which no climate could destroy and no adversity alienate. Under its benign influences he looked forward to this western part of the empire yet occupying the highest position even among the great nations of the earth.

He had great pleasure indeed in presenting to the successful competitors, on behalf of the Governor General of British America, the two prizes so munificently established in this institution by His Excellency Lord Elgin.—The hon. gentleman then handed the prizes to Miss Robinson and Mr. Fotheringham, the successful competitors, and resumed his seat amid loud applause.

The Hon. Mr. Saunders, at the request of Dr. Ryerson, then stepped forward, and expressed his delight at what he had witnessed since his arrival in Canada. Twenty years ago he had been in Toronto, but he now looked in vain for any traces of the then insignificant seat of this beautiful town. Its real,

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dences and public buildings were almost palatial, while its intellectual growth kept pace with its substantial prosperity. He had also minutely examined every object of interest which came in his way while here, particularly when honored by accompanying Lord Elgin through the building a few days ago, and he must say he was delighted and astonished. He had long sought to have introduced into his own province some such system of education as he had witnessed in England and Scotland many years ago, and now in Canada, but from one cause or other he had failed to do so. He felt assured that the only true element of public prosperity in British North America was public enlightenment—popular education—mental and moral illumination. Upon these it must be based; and he was happy to see that this noble idea was fully appreciated in Canada. He had long heard of Dr. Ryerson, for he was famous far and near. He knew that as a politician, he was capable of flooring even a formidable antagonist, and he was therefore surprised in meeting with a gentleman having a disposition so gentle, so benevolent, and so Christian. He perceived that although he (Dr. R.) was capable of conceiving the most enlarged and statesman-like views, he at the same time exhibited a minuteness of observation in matters of detail that astonished him. He felt, with his hon. colleague, that if they could secure the introduction into their own province of a system of education so comprehensive and so excellent as that in Canada that they would lay the foundation of a noble structure, and of the true greatness of New Brunswick.

Mr. Saunders on taking his seat was warmly cheered.

Dr. Ryerson must disclaim for himself, as an individual, the credit of what his hon. and venerable friend, had witnessed. It was true he had been called upon to take part in putting into successful operation the system of education in Upper Canada, and the institution in which they were now assembled. But still had he not been cordially supported by Lord Elgin and His Excellency's different administrations, as well as those by whom he was more immediately surrounded, the success now witnessed would not have been so manifest.

The students having sung the National Anthem, the Rev. H. J. Grasett, B. D., pronounced the Benediction, and the assembly dispersed.

The Examination of the Boys and Girls' Model Schools, on the succeeding day, was attended by great numbers of citizens and strangers. The neat and cheerful appearance of the pupils, and their proficiency, as evinced at the examination, elicited the admiration of those present. At the conclusion, appropriate remarks were made to the pupils by the Chief Superintendent, and the Masters of the Normal School.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.
EDUCATION OFFICE, Toronto, 16th October, 1854.

The Chief Superintendent, of Schools on the recommendation of the Masters of the Normal School, and under the authority of the Upper Canada School Act of 1850, 13th and 14th Vict., chap 48, has granted the undermentioned students of the Normal School, during the Twelfth Session, 1854, Provincial Certificates of qualification, as common school teachers in any part of Upper Canada, which Certificates are valid until revoked by him. No third class certificates will hereafter be granted; and those formerly issued are now no longer valid.

[Each Certificate is numbered, and recorded in the Register of the Department in the following alphabetical order;—but the order does not indicate any distinction of merit in the Teacher:—

FIRST CLASS.

222. Francis Josiah Craig.
223. Ninian Leander Holmes.
224. David Kelly.
225. James McBrien.
226. John McLean.
227. John Patton.

FIRST CLASS.—(*Continued.*)

228. George Rose.
229. Elizabeth Hughes.
230. Grace Anastasia Magan.
231. Elizabeth McNaught.
232. Sarah Birch Quinn.
233. Sarah Agnes Robinson.

SECOND CLASS.

234. George Abraham Barkley.
235. Allan Chisholm.
236. Absalom Dingman.
237. William Douglass.
238. David Fotheringham.
239. Amos Gould.
240. William Hackett.
241. John Adams Hurlburt.
242. Alexander McKay.
243. Davis McKee.
244. Alexander McPherson.
245. Samuel Nash.
246. Richard William Scott.
247. James Stephens.

SECOND CLASS.—(*Continued.*)

248. James D. Trousdale.
249. William Weir.
250. Jane Anderson.
251. Agnes Armstrong.
252. Helen Elizabeth Clark.
253. Susan Dorothy.
254. Alice Foggin.
255. Elizabeth McDonald.
256. Margaret Teresa McIlderry.
257. Jane Mowatt.
258. Annie Preston.
259. Margaret Strickland.
260. Nancy Strickland.
261. Caroline Wilkinson.

Miscellaneous.

TO THE TEACHER.

Toil, teacher, toil;
Prepare the soil;
Go forth to sow the precious seed,
To pluck up noxious plant and weed:
Toil teacher, toil.

Pray, teacher, pray,
Ask God to-day
To fill thy soul with grace and might,
That thou may'st do and teach the right:
Pray, teacher, pray.

Hope, teacher, hope:
The promise take—
Faint not and thou shalt surely reap
In season due. Bear trials well;
Let each day's work thy patience tell:
Hope, teacher, hope.

On, teacher, on;
The joy be thine,
Rightly to instruct from day to day,
To lead one mind in wisdom's way—
The bliss will all thy care repay:
On, teacher, on.

S. A. E.

[*Conn. School Journal.*

MENTAL INDOLENCE OF TEACHERS.

It is the indisposition to think—an unwillingness to engage in mental labor, which existing both in teacher and pupil occasions the common errors in the mode of teaching and makes the real time which is expended fall far short of its legitimate result.

To be convinced of this we have but to note the action and infer the spirit of both teachers and scholars. How many teachers now engaged in our schools are found in the active exercise of their mental powers? How many of our common school teachers limit themselves to the routine of duties in the school room—and never dream that by far the greater portion of their appropriate toil is for another time and place. Do they not usually seek anything rather than the active exercise of earnest thought as soon as they escape from the allotted six hours labor? and in fitting themselves for their calling, is it not their common belief that there is a fixed measure of knowledge which must be in possession that they must just satisfy the formal requisition of the law or custom—and then they will teach. Do they not stop abruptly as soon as they have once passed examination, and can repeat the few deductions or rules of which they are supposed to have a knowledge? Do they not enter the profession of teaching with the design of avoiding labor? Is it not a common notion that it is comparitively an easy business? I mean not now the oft repeated assertion of the ignorant who, confined to manual labor look enviously upon the teacher—but the teacher when he replies to these querulous comparisons of his occupation with that of other men. I say when he replies, and justly too, that no employment is more laborious than his own, does it mean that it is toilsome because it taxes severely his mental energies? No! he is thinking of the tedious round of motions in the school-room—of the innumerable annoyances which weary and distract him. Indeed he often confesses—"Oh! the mere instruction—that is nothing, I can perform that well enough, for I know those things—I have them all by heart." It does not occur to him that the physical labor which he must do is the thing of smallest acconnt in comparison with that toil of the mind which he should perform in order that he may worthily teach. When he has once passed the ordeal of teaching—has once gone over what he conceives to be the ground, for instance, of Arithmetic or Grammar he fancies—poor mistaken soul—that he

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has exhausted the subject—that he has filled the cask, and now has only to sit passively down and draw forth for those who come to drink. He lapses into a state of mental inactivity, and perhaps never takes another step—never gains nor thinks he can gain another new idea. To go on with his own intellect and reason upon that which he has learned—to make his capital return him a constant interest save in the matter of pecuniary gain never occurs to him. To-day he enters his school-room, like the horse in the tread-mill, to travel his circle round and round till nightfall, and to-morrow he will be harnessed for the same journey.—*Vermont Teacher's Voice.*

DIFFICULTIES IN SCHOOL GOVERNMENT.

We find the following well-timed remarks in the last No. of the Ohio Journal of Education:

It has already been intimated that there are difficulties in the government of schools which no skill or management on the part of the teacher or others can entirely obviate. One of these arises from the impossibility of suiting the penalty for transgression to the nature of the offence and the character of the offender. Every person of common sense knows that in every government penalties must be annexed to the violation of its laws or regulations, and that these must be of such a nature as most effectually to accomplish the objects for which all punishments should be inflicted. To determine in all cases precisely what the penalty should be, and to mete out the reward of transgression according to one's sense of propriety and the circumstances of each offender, without subjecting the teacher to the charge of *partiality*, is no easy task. Parents can do it if they will, but the teachers can not thus readily.

But even this is a trifling evil compared with another. It is true, that no sane man will deny that there should be some penalty for the voluntary neglect of known duty, or the wilful violation of wholesome rules; but the relations of parents to scholars are such, that unless the course adopted by the teacher secure their sanction, or at least escape their censure, their condemnation, it will exert no reforming or ascertaining influence upon the scholars. But with the various and conflicting views held by parents, how shall the teacher secure their influence on his side? One says, "I do not wish to have my child whipped, under any circumstances whatever; another, "If my child does not conduct himself properly, or learn as he ought, I wish you to flog him soundly and report him to me, and I will do it again." A third will not have his, deprived of his recess, or kept a moment after school; a fourth would have both done, if the scholar will not study without. And thus might we go on through the whole school without finding any two who would entirely agree in regard to the course which they would have pursued with their children.

Now, is it not perfectly obvious that the teacher can not comply with the wishes of all these parents; that, should he attempt it, he would at once subject himself to the charge of partiality, and thus lose the confidence of his scholars and forfeit the respect of those whom he attempted to please? What then follows, but that he must understand his own business, must be supposed to be competent to manage his school, and be allowed to do it according to his own judgment, *without interference*, at least, till he is found to be incapable of doing it properly?

We believe this to be the proper course, and the only proper course; and feel confident that parents who will pursue it, who habitually give their children to understand that they *expect* the teacher *to do right*, that they rely upon his discretion, and his sense of justice, will seldom have occasion to feel that such confidence has been misplaced.

A. D. L.

"NOW."

"Now" is the constant syllable ticking from the clock of time. Now" is the watchword of the wise. "Now" is the banner of the prudent.

Let us keep this little word always in our mind; and whenever anything presents itself to us in the shape of work, whether mental or physical, we should do it with all our might, remembering that "Now" is the only time for us. It is indeed a sorry way to get through the world by putting it off till to morrow, saying, "Then I will do it." No! This will never answer. "Now" is ours; "then" may never be.

BOYS OUT AT NIGHT.

We would call the special attention of parents to the following extract, which we clip from one of our exchanges:

I have been an observer and am a sympathizing lover of boys. I like to see them happy, cheerful, gleesome. Indeed, I can hardly understand how a high toned, useful man can be the ripened fruit of a boy who had not enjoyed a full share of the glad privileges due to youth. But while I watch with a very jealous eye all rights and customs which entrench upon the proper rights of boys, I am equally apprehensive lest parents who are not forethoughtful, and who have not habituated themselves to close observations upon this subject, permit their sons indulgencies, which are almost certain to result in their demoralization, if not in their total ruin; and among the habits in which I have observed tending most surely to ruin, I know of none more prominent than that of parents permitting their sons to be in the street after night fall.

It is ruinous to their morals in all instances. They acqure, under the cover of night, an unhealthful state of mind—bad, vulgar, immoral, and profane language, obscene practices, criminal sentiments, a lawless and riotous learning. Indeed it is in the street after nightfall that the boys principally acquire the education of the bad, and capacity for becoming rowdy, dissolute, criminal men. Parents should in this particular, have a rigid and inflexible rule, that will not permit a son under any circumstances whatever, to go in the streets after nightfall, with a view of engaging in out of door sports, or meet other boys for social chance occupation. A rigid rule of this kind, invariably adhered to will soon deaden the desire for such dangerous practices.

Boys should be taught to have pleasure around the family centre table, in reading, in conversation, and quiet amusements. Boys are seen in the streets after nightfall, behaving in a manner entirely destructive of all good morals. Fathers and mothers, keep your children home at night, and see that you take pains to make your homes pleasant, attractive, and profitable to them; and above all, with a view of their security from future destruction, let them not become, while forming their characters for life, so accustomed to disregard the moral sense of shame as to openly violate the Sabbath day in street pastimes during its day or evening hours.

A MOTHER'S INFLUENCE.

In England some years ago, a man presented himself before a body of clergymen to be examined, that he might be licensed to preach the gospel. His advantages for study had not been very great, and he had fears that he could not sustain himself, and answer the numerous questions which he knew would be proposed. With a trembling heart he stood up before his fathers and brethren, and one of them asked him with whom he had studied divinity.

The young man was somewhat confused at this question, for he knew very well that he had not enjoyed the instruction of any distinguished divine; and he replied, with hesitation, "My mother taught me the Scriptures."

"Ah," said the minister who had asked the question, "mothers can do great things."

The examination then proceeded, and the result was delightful proof that mothers may be good teachers of theology; that the truths implanted by their early instructions, watered by their pious tears, and sanctified in answer to their prayers, will bear precious fruit after many days

This candidate for the ministry was found to be mighty in the Scriptures, and most gladly was he commissioned to go forth and preach the word to his fellow men.

PRIMARY SCHOOLS IN BOSTON.

CLASSIFICATION AND COURSE OF INSTRUCTION, GENERAL DIRECTIONS.

The pupils in each of the schools shall be arranged in six classes.

Every scholar shall be provided with a slate and employ the time not otherwise occupied, in writing, printing or drawing.

As soon as the scholars are able, they shall be required to print their spelling-lessons on their slates, and continue to do this in all the classess,

The scholars shall occupy a portion of the time of every school session at the blackboard, in drawing or printing.

Simple oral lessons in arithmetic, adapted to the ages of the scholars, shall be taught in each class, and the addititon, subtraction and multiplication tables may each be repeated simultaneously by all the scholars.

The Lord's Prayer and the Ten Commandments shall be taught to all scholars.

Singing shall form a part of the exercises of every session.

The scholars shall be taught the use of the marks of punctuation, as they occur in their reading lessons.

The teachers shall devote at least a quarter of an hour, each session, to oral instruction.—The reading and other lessons shall be thoroughly explained to the scholars by the teachers, who shall encourage them to ask questions pertaining thereto.

Plain sewing may be introduced into any school at the discretion of the local committee.—[Com. Com. Sch. Jour.

NEW SCHOOL LAW OF CONNECTICUT.

The Norwich *Examiner* calls attention to the new School Law of the last Legislature, and gives a synopsis.

Its chief idea is the consolidation of all the school sections in a township into one,—abolishing both the section and school society system at one stroke. Next, all the powers necessary to establish, improve and

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perfect the schools of the section or township are committed to them in their united capacity—One board of officers is appointed to manage the school and the whole school system—aside from the clerk, treasurer and collector—instead of their being in the hands of three sets of officers, who are liable under the old law, both to fail of being co-workers together, and often to embarrass each other. This is also to be a permanent board, or one-third of their number is to be chosen annually; which is an admirable feature of their organization. They do all the work of all the three classes of officers—the society committee, the section committee and the board of visitors, appointing or calling to their aid, if they wish, the best men in the township to examine teachers and visit schools. It is not necessary, in this place, to enumerate their separate powers, or the various duties assigned them. A fixed and uniform day is named, when all such consolidated sections shall hold their annual meetings. New sites for school-houses are to be fixed by a two-thirds vote of the section or township, or at their request, by the board of Education, who are the committee of the section. The deficiency in State, and township and invested funds appropriated for each year in supporting the schools, is to be made up by the usual rate bill wholly, or by taxation on the polls, and ratable estate of the township wholly, or partly by rate bill, and partly by such tax as the township or section shall direct. These are the principal new features of the law, and several of its sections are specified as still in force.

PROGRESS.

The reign of the Emperor Trajan was probably the most happy Europe ever enjoyed; but at that time true enlightenment had little effect upon the minds of men generally: now this enlightenment is being extended to all in Europe in some degree or other, for even Russia can hardly be excepted. This being the case, what progress may not be looked for in the next forty years? We are only forty years removed from the great continential war in the time of Napoleon I. Yet what marvellous progress has been made in commerce and its ever-accompanying benefits! Steam and instruction are now fairly at work in raising man to that dignity of intelligence and moral behaviour without which he cannot be really happy here on earth. With two such powerful agencies properly applied, what PROGRESS may not be looked for.

ARTISTIC WORKMANSHIP IN POMPEII.

There are scales and steelyards, which can only have been meant to weigh provisions, but the chains and bars of which are delicately wrought. The weight even is found made to represent a warrior, with a helmet most beautifully chiselled; and so genuine and true, so really intended for every-day use are these commercial implements, that one of them has stamped upon it its verification, made at the Capitol, declaring it to be just. The lamps also, and the candelabra by which they were supported, are most elegant, not made upon a pattern, a fashion of the season, but exhibiting true artistic beauty. This feeling is carried so far, that even surgical instruments found in those ruins, which could only have been meant for practical purposes, display equal attention to ornament and delicacy of finish. There is no end of other vessels, which must have served for domestic purposes, such as braziers, for instance, of which handles, rims, and other parts, are finished beyond what the finest bronzes now in Paris usually equal. What are we to conclude? You cannot suppose that these were made from the design of Flaxmans, the Stothards, and the Baileys of those days. Who has ever heard of any great artist in Pompeii or Herculaneum?—*Cardinal Wiseman.*

A MAN ENTERING INTO LIFE.

A man entering into life ought accurately to know three things:—First, where he is. Secondly, where is he going. Thirdly, what he had best to do under these circumstances. First, where he is—that is to say, what sort of world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going—That is to say, what chances or reports there are of any other world beside this; what seems to be the nature of that world; and whether, for information respecting it, he had better consult the Bible, Koran, or Council of Trent. Thirdly, what he had best do under these circumstances—that is to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has had his will so subdued in the learning of them, that he is ready to do what he knows he ought, I should call educated, and the man who knows them not, uneducated, though he could talk all the tongues of Babel.—*Ruskin's Stones of Venice.*

EMPLOYMENT IN SCHOOL.

The teacher who would govern his school, must keep in memory one of the first principles in the philosophy of mind, that what one does *from his own election*, is done much *more cheerfully*, than what *is demanded* of him as a *task*. If the teacher can interest his pupils in employment, excite their minds with the love of knowledge, and engage them in their studies, he may both improve them in knowledge, and easily govern them. Let the teacher, then say little about *government*; about what *he* shall do, or *they* must do; but let him devote himself sincerely and arduously to *teaching*, and exciting his pupils to the acquisition of learning. If he has any refractory scholar, let him devote that one to some particular attention, in the way of explaining his lesson, or interesting him in the school. This course will generally succeed much better than threats, or loud talk about order. Besides one cause of disorder is want of employment, more than deep-seated viciousness, or a settled determination to resist the authority or wishes of the teacher. If the teacher would ask himself, How can I govern my school? let him answer in part by another question: How can I engage every scholar in his studies? One method is, for the teachers to spend but little time in school hours in discourse about order, or other matters than those partaining to recitations. If the teacher would have his pupils work, let *him* work; let him call upon every scholar to recite; and instead of faulting him as an ill-behaved scholar, ascertain why he has not learned his lesson.—*N. H. Report.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Hon. Mr. Chauveau, in answer to an enquiry of Mr. Dufresne, stated that the Government intend to propose an increase of the educational grant; so as to permit of the establishment of a good primary school in every parish of Lower Canada, and to contribute still further to the prosperity of the Common School System of Upper Canada.... The inauguration of the Laval University at Quebec took place recently in presence of the R. C. Archbishop and Clergy. His Excellency the Governor General was present, and having taken the seat prepared for him, the Rev. Messire Cassault, Rector of the University, explained the object of this, the first session of the University, and was followed by His Excellency who made a short but very eloquent Speech. His Excellency then delivered the Honorary degrees in Law and Medicine to the following gentlemen:—In Law.—Hon. A. N. Morin, and Jacques Crémazie, Esq. In Medicine.—Jean Blanchet, J. A. Sewell, C. Frémont, Z. Nault, A. Jackson, and J. E. Landry. Bacheliers-en-Lettres.—Messrs Rousel et Paquet. The Ceremony was concluded by the Archbishop of Quebec, who returned thanks to His Excellency the Governor General, not only for his presence and the sentiments expressed by him on this occasion in relation to the University Laval; but also for his untiring efforts in procuring its charter. The band of the 71st was in attendance.

VICTORIA COLLEGE—MEDICAL DEPARTMENT.

It will be seen by an advertisement in our columns that Victoria College has established the medical department of their institution at Toronto, where it will be under the able superintendence of Dr. Rolph and other gentlemen of the "Toronto School of Medicine." This is a noble step of the College, and one which must confirm the prestige it has of late acquired under its learned Superintendent and professors. We may also congratulate the public of our city on the enlarged sphere thus opened to a department which in relation to the value of its services among them cannot be too highly appreciated.—*Leader.*

PRIZES IN THE COMMON SCHOOLS.

At a recent meeting of the Board of Instruction for the County of Waterloo, the proposal of the Municipal Council to appropriate £25 for distributing prizes amongst the pupils of Public Schools in the county, was taken into consideration, and the following recommendation adopted:—

"That each Common School within the county shall be allowed one scholar, of lawful school age, for such competition. That those schools having over twenty five scholars on the register be allowed to send two scholars; and for every additional twenty five scholars over fifty scholars on such register, be allowed to send one scholar; and that the grammar school be allowed to send three scholars for such competition.

"That the county council procure the aid of a competent teacher residing out of the county, for examining the scholars coming forward for competition, and also procure the aid of two associate Judges, who, together with such teacher shall award the prizes.

"That the following be the programme of examination: 1. Writing. (Scholars to present specimens of their penmanship, certified by their teachers.) 2. Mental Arithmetic. 3. Practical Arithmetic. 4. Elementary

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rules of Algebra, simple and quadratic equations. 5. Geometry, (the first four books of Euclid.) 6. Grammar. 7. History, (as far as it is taught in the 5th book of the National Reader.) 8. Natural Philosophy. 9. Geography. 10. Astronomy.

"That all the scholars intending to come forward at the competition shall cause their respective names, the names of their respective teacher and school, to be entered with the clerk of the council at least three days before the day of such competition: that the clerk do enter the names, numbering the scholars accordingly as they are entered; and that each scholar coming forward for such competition have the number under which he or she has been entered attached to the collar on the day of the examination.

"That the amount of £25 granted by the county council be expended in purchasing useful books for prizes; and that there be ten different prizes, of the respective values of 30, 20, 15, 10, 8, 6, 5, 3, 2, and 1 dollars. That the best general scholar receive the highest prize, the next best the second, and so on in rotation.

The liberality of the council and the proposal of the board are both highly commendable, and will doubtless stimulate the pupils to greater exertion and improve the education of the youth of the county.

Dr. Scott, Warden of the County, offers a prize of "The Warden's Medal," to be contested for by the Common School Teachers of that County, for the best essay on "The Analogy between the cultivation of the soil and the human mind." This liberality is worthy of imitation.

Wm. Spotton Esq., of Port Hope has addressed the following proposition to the schoolmasters of Hope and Port Hope:—I cannot but think that whatever promotes education, and places it in a favourable light before the public, must also promote your own interests; and therefore I take the liberty of saying to you that I wish to be one of three or more, who will offer, as a prize to the best Common school scholar within this town or township, the best silver watch that can be had for a sum not greater than eighteen dollars. The time, place, &c., of examination to be agreed upon.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The authorities of King's and Marischal Colleges at Aberdeen have agreed upon a bill for the union of these two colleges into one University which will shortly be introduced into Parliament. At present there are double professorships of some subjects and none at all of others. With the spare professors this defect will be remedied....Two large volumes have just been issued by the printers of the House of Commons, containing the evidence taken before the select committee of the House of Lords on the subject of the practical working of the system of National Education in Ireland....A letter having been addressed to Lord John Russell from a religious society in Dublin, pointing out his alleged inconsistency in supporting two different systems of education, one in England and the other in Ireland, his lordship thus replies:—"My support of the British and Foreign School Society has been publicly given as a member of that society. My support of the National System of Education in Ireland, as introduced by Lord Derby, has been also publicly defended by me as a minister and a member of parliament. In supporting both systems, I have endeavoured to promote education in a manner that was practicable. The great majority of the people of England are content to read the Bible in the authorised version, and accept that version as a true exposition of the word of God. This is unhappily not the case in Ireland, and hence has arisen the system of the National Board, which, since its establishment by Lord Derby, has done great good, and will, I trust, by the blessing of God, diffuse still more widely than it has hitherto done, very useful, although very imperfect instruction."....During the recent sitting of the British Association for the advancement of Science in Liverpool, the Rev. Mr. Hume read a paper "Upon the Education of the Poor in Liverpool." This paper was supplementary to the more elaborate paper read last year before the association at its meeting at Hull. Mr. Hume commenced by stating that the purpose of his paper last year was to direct attention generally to the educational wants of Liverpool, and the extent to which they were supplied, and the deficiency. In the Lower parts of the town particularly, where education was specially needed, and vicious instruction always at hand, the want was lamentably great. In five ecclesiastical divisions in the lower part of the town, and having a population of 40,000, there is no provision for the education of a single Protestant child. That deficiency, he was happy to be able to say, was about being remedied. The Rev. gentleman proceeded to discuss the means of support of the Liverpool schools—the principle of voluntary and compulsory support of education, and concluded by enforcing the latter principle, which he hoped would find legislative adoption.

THE QUEEN'S COLLEGES IN IRELAND.

The *Cork Reporter*, alluding to the fact of Government having just added to the collegiate endowments a sum sufficient to enable all the internal arrangements to be considerably improved, as well as to allow of a reduction in the fees payable by students, thus points out the beneficial results consequent upon the enlarged grant to the three colleges:—

"At the October entrance examinations the Council is empowered—and will certainly exercise the power very gladly, if afforded an opportunity—to confer on deserving candidates 55 senior and junior scholarships—viz., 10 senior, value £40 each, and 45 junior, value from £15 to £24 each, 30 of the 45 being of this latter amount, and only four—in agriculture—of the former. The winners of these prizes will not only have their year's education free of charge, but many of them a handsome aid towards their general expenses too. And to win them all that is requisite is attention and talent; favouritism the candidates need not fear, and the son of the humblest man will have his chance equally with the competitor whose worldly prospects are best, and whose friends are most influential. The past history of the college sufficiently proves this, and remarkably in the winner of its most splendid prize. That prize, obtained for it by Lord Clarendon—a writership in the East India Company's Service, of emolument from the start, and opening to its possessor the way to the most magnificient positions in our Eastern empire—was awarded to a young student, unknown and unfriended, from a remote district of the county, who competed for it thus successfully against the sons of men of influence and station, who were scarcely inferior to him in their mental character or general acquirements. The aspirant to a superior education therefore however limited in means, will find himself in no difficulty about obtaining it in the Queen's College, to partake of whose advantages, in fact, he is courted by honourable rewards. Within its halls he may inexpensively acquire the foundation of a character which, whatever his position in life, he will find of inestimable value to him; and we trust sincerely that the entrances in October will prove that our population is not indifferent to, or incompetent to avail of, the great and lasting benefits thus placed within their reach." The appointments at the Queen's Colleges to fill up the vacancies occasioned by the loss of those professors who have accepted chairs in Australia have been made. Mr. Bagley, of Cork, takes the Professorship of Latin, in Galway; Mr. Thomson, at present filling the chair of Natural History in Cork, takes the Professorship of Geology, Belfast College; Mr. Tait, of Cambridge, Senior Wrangler of the year 1852, takes the Professorship of Mathematics, Belfast.

NATIONAL EDUCATION IN IRELAND.

The 20th report of the Commissioners of National Education in Ireland has just been presented to the Lord Lieutentant. The following extract, in reference to the number of schools and attendance of pupils, is of interest."—

"On the 31st of December, 1852, we had 4,875 schools in operation, which were attended by 544,604 children. At the close of the year 1853 the number of schools in operation was 5,023, attended by 556,478, showing an increase in the schools in operation of 148, and an increase in the attendance for the year 1853, as compared with the year 1852, of 11,874 children. Besides these 5,023 schools, there are 42 upon our lists, although not yet in operation, towards which, at various times, we have made building grants; of these grants, 16 (involving liabilities to the extent of £2,655 6s.) were made during the year 1853. When the buildings for these 42 schools shall have been completed, they will afford accommodation to 4,016 additional pupils. The number of schools struck off during the year 1853 was 106; 10 schools were suspended, which, however, may hereafter be reopened; and 218 schools were added to the list. The entire number of schools on our rolls, on the 31st of December, 1853, was 5,075, including those in operation, those suspended, and those towards the building of which we have promised aid.

"There has been a steady increase in the attendance at the national schools every year, except in 1847 and 1849, in which the decrease is attributable to the causes adverted to in our reports for those years.

"The total number, in 1853, of 556,478 children, in the 5,023 schools in operation, gives an average on the rolls of 11,078 to each school. The average daily attendance of pupils for the half-year ended the 30th of September, 1853, was 271,364; and the number on the rolls for the same period was, as we have already stated, 550,631.

"The average daily attendance of pupils for the half-year ending the 30th

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of September, 1853, as compared with that of the corresponding half-year for 1852, exhibits a decrease of 7,844. This diminution may be partly accounted for by the fact that there has been a considerable reduction in the number of children in the workhouse schools, in which the proportion of children in daily attendance to the total number on the rolls is necessarily greater than it is in the other schools, from which the children have a greater liberty of absenting themselves.

"The following summary exhibits the number of national schools in each province on the 31st of December, 1853, and the number of children on the rolls for the half-year ended the 30th of September 1853:—

	No. of Schools.	Attendance.	Average No. on Rolls in each School.
Ulster ..	1,906 ..	153,686 ..	80·63
Munster ..	1,219 ..	175,564 ..	144·02
Leinster ..	1,200 ..	145,266 ..	121·05
Connaught ..	698 ..	76,115 ..	109·04
Total ..	5,023 ..	550,631 ..	109·62

"Of the 218 schools added to our list during the year 1853, there were, in Ulster, 54; Munster, 61; Leinster, 37; Connaught, 66.

"Of these 218 schools 199 are under the management of 167 individuals, many of them having more than one school under their care. The following is the number of patrons of each religious denomination:—Church of England—clerical, 2; lay, 18. Presbyterian—clerical, 12; lay, 2. Protestant Dissenters—lay, 1. Roman Catholic—clerical 121; lay, 11. Total Protestants of all persuasions, clerical and lay, 35; total Roman Catholics, clerical and lay, 132. Of the remaining 19 cases 13 were joint applications from persons of different religious denominations and 6 were model schools, of which we are the patrons.

"It will be seen that we have made grants to build and furnish 42 schools, 16 of which are grants for the year 1853. Some of these schools are in progress of building, and will be soon completed; and towards the erection of a few no steps have yet been taken. The outstanding grants made in various years to these 42 schools amount to £4,621 1s. 10d. In addition to the 16 new building cases, we awarded grants of salaries and books, to 202 new schools, making, in 1853, a total of 218 new cases.

"There were 18 schools opened during the year, towards the erection of which we had made grants. These are included in the 5,023 schools in operation on the 31st of December, 1853."

Of the vested and non-vested schools the commissioners thus report:—

"At the termination of the year 1853 we had on our list, vested either in trustees or in our board, 1,092 school-houses, containing 1,598 rooms, accomodating distinct schools. The number of non-vested schools was 3,467, several of which, as in many cases of vested schools, are held under the same roof, though in separate rooms. There are, in addition, nine schoolhouses about to be vested in the board, the leases of which are in course of execution. These nine schoolhouses will contain 10 distinct apartments. The number of schools vested in trustees on the 31st of December was 996. In addition, 511 (including 140 assigned) were vested in the commissioners in their corporate capacity. There are also 10 schools of which the leases are not yet executed, towards which the commissioners have made grants for building and furnishing. There were also 91 schools for which the commissioners held bonds for the observance of our rules."

Of the Dublin model schools they say,—

"The number of pupils on the rolls of our model schools in Marlborough-street on the 30th of September, 1853, was—males, 624: females, 509; infants, 396; making a total of 1,529.

"The religious denominations of the 1,529 children on the rolls of the model schools in Marlborough-street, at the above date, are specified in the following return:—

	Boys.	Girls.	Infants.	Total.
Established Church	106	59	32	197
Roman Catholics ..	496	446	358	1,300
Presbyterians ..	20	3	3	26
Jews	2	1	3	6
Total ..	624	509	396	1,529

"We trained, during the year, and supported at the public expense, 281 national teachers, of whom 193 were men, and 89 women. We also trained 25 teachers not connected with national schools, who supported themselves during their attendance at the model schools, making the total number of teachers trained in 1853, 306. Of the 281 teachers of national schools trained during th year. 18 were of the Established church, 32 Presbyterians, three other Protestant Dissenters, and 228 Roman Catholics. The total number of male and female teachers trained from the commencement of our proceedings to the 31st of December 1853, is 3,701. We do not include in this latter number those teachers who, at the time of their training, were unconnected with national schools.

"We had in our service, at the close of the year 1853, 4,882 principal and assistant teachers, exclusive of teachers in the workhouse and prison schools in connexion with us, and teachers in convent schools, no record being kept of their classification—the former not being paid by the board, and the latter being paid according to the average attendance in their respective schools."

POLISH SCHOOLS.

Poland was the first country in Europe that had a regular public education. It had in the fifteenth century, and before, departmental schools, *free to all ranks*, which were affiliated to the Universities; each of which furnished and appointed the teachers of the department in which it was situated. Always, a complete education, including the University education, introduced a Pole into the ranks of nobility; for there was no difference of *race* between peasant and noble in Poland to interfere with a natural progress, as in the western feudal nations. An university education, or an important service in the army, (to each of which the peasantry were free,) always made a Polish noble.

UNITED STATES.

MONTHLY SUMMARY.

A Monument to the late Rev. Mr. Gallaudet, has recently been erected in Hartford, Connecticut. Mr Gallaudet was for many years the distinguished friend and instructor of deaf mutes in the United States. The Monument consists of a platform of quincy granite, 6 feet 10 inches square, the plinth also of granite 1 foot thick; marble base 5 feet 3 inches square, very richly moulded; the die consists of four pannels. On the south pannel is represented in bas-relief Mr. Gallaudet and three mute children. His left arm encircles the body of a little mute girl of seven or eight years of age; his right hand is brought forward and clasped in the form of the letter "A" of the mute alphabet. The little girl is imitating the letter with her left hand. In front sits a little boy apparently eight or nine years of age, who has a slate in his hands and is making the capitals of the alphabet. A lad stands by their side with a portfolio under his arm, watching the movements of Mr. G. very intently....The following are the statistics of the attendance of students at some of the American Colleges the present year:—

Dartmouth College	353
Indiana State University	224
Harvard University	705
University of Virginia	550
Washington College	132
Pennsylvania Oberlin College	800
Aumherst College	254
Total	3,018

Tennessee University, Union University, Madison University, Furman University, South Carolina Roanoke College, and Trinity College at Hartford, Connecticut, are reported as having an increased attendance over 1853.... The following remarks on the state and condition of the New York University, were made by Chancellor Ferris, on the occasion of the opening of the fall term of the University:—He referred to the time when it was thought that the Univerity must sink under its embarrasments, that its edifice must be sold, and when it was even anticipated who would be the purchaser, and to purpose its several apartments would be devoted. He would venture to what say that its present appearance and condition show that it has fallen at length into the hands that will take care of it. It was necessary to raise $70,000 to free the institution from debt, and this has been contributed during the past year of extreme pecuniary stringency. This has been done in a year during which the people of this city had also contributed, for the new Bible House, $80,000; for St. Luke's Hospital $60,000; for the City Hospital $150,000; for the Union Theological Seminary $90,000; for Princeton Theological Seminary $30,000; for the New York Juvenile Asylum $30,000, besides many other large contributions, both ordinary and extraordinary. This array of munificent benefactions, said the Chancellor, are truly an honor to this great metropolis. Among other improvements on the University building, the large chapel has been lighted with elegant

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windows, graceful entrances have been added, and the interior has been freshly painted and decorated. The small chapel and the lecture and recitation rooms have been renovated in a neat and commodious style. The council room, said the Chancellor, has been made what the council room of an University ought to be; a becoming reception chamber for the learned and distinguished men of other states and climes who almost daily visit the institution. The Chancellor concluded by remakring that some years since a gentleman in this city had inserted in his will a bequest of $20,000 to this University; but afterward, seeing its embarrased and helpless condition, and fearing its ultimate failure, had revoked the bequest, and died too soon to see the hopeful opportunity which is now afforded our men of wealth to confer durable benefits upon posterity by making such bequests to the institution...By the last returns of the public schools in the six New England States, the whole number of pupils in attendance during the year was 541,983. The whole cost of instruction for the year was $2,055,131.65. In Vermont the average cost of each pupil was $2.22; in Maine $1.84; in Connecticut, $1.85; in Rhode Island, $1.64. In Massachusetts the law requires each town to raise by tax at least $1.50 per child, between five and fifteen years of age, as a condition of receiving a share of the income of the State School Fund. All the towns complied with this condition last year....The city of Boston appropriated the past year $330,000 00 for the support of public schools. It has invested in school houses $1,500,000.00. The average number of pupils is about 23,500; making the yearly cost of educating each child about $15. The number of pupils taught in the schools of Detroit during the year preceding the last annual report, was about 5,000, and the cost for each pupil was $1,50. The attendance in the district schools of New York last year was 866,915. The annual cost for each was about $2.22.

SCHOOLS IN NEW YORK.

The 216 public schools in New York city reopened a few days since. The number of teachers is 1094, and their aggregate salary amounts to over $300,000. The number of schools average 140,000. There are also 36 denominations or parochial schools, not under the special charge of the Board of Education. These have an attendance of about 8,000.

AMERICAN INSTITUTE OF INSTRUCTION.

The recent meeting of the American Institute of Instruction, was one of the most successful ever held by that body. Nearly two thousand teachers, and friends of education from different parts of the country, mostly, however, from New England were present; and among these, were some of the most distinguished educators in the land. We doubt if a larger company of teachers ever assembled in this country; and rarely is it that an association of any kind brings together so many individuals, noted for their ability, intelligence, and earnestness.

The lectures delivered during the session were of the highest order. The introductory, by Dr. Wayland, detailed the progress of education during the last quarter of a century, and indicated the direction of its progress in future. It was characterized by that complete knowledge of facts, philosophical analysis, clearness of illustration, and aptness of expression, for which he is so distinguished, and was listened to with marked attention. It received much praise, and will, we believe, do great good. The Rev. Mr. Huntington's lecture was mostly a comparison between uneducated and educated individuals and communities, for the purpose of showing the development of a love of Beauty. It was well written, and happily delivered. The lecture of Mr. Smith, was a fine scholarly production. It evinced a thorough knowledge of the subject, and a warm love of all the works of genius. We heard this lecture highly praised by those whose commendations are not easily won. Dr. Beecher's lecture was philosophical, forcible, and eloquent; Dr. Hooker's, illustrative and practical. Mr. Sumner's was full of interesting facts and observations relating to the state of education in some of the European countries. His language was elegant, and his manner of delivery graceful and winning. This instructive lecture was a most fitting close to the series, and like all the rest was marked by high thought and progressive aims.

There was not so much time for debate as usual, and, therefore, the discussion did not take so wide a range, nor call out so great a variety of talent, as on previous occasions. The remarks of Messrs. Hedges and Colburn upon teaching Arithmetic, and those of Mr. Edwards upon Geography, were eminently practical, and illustrative of the best methods of teaching. The most extended discussion was upon the resolutions referring to the murder of Prof. Butler.—*Massachusetts Teacher.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Hon. Mr. CHAUVEAU has moved for an address to His Excellency the Governor General praying His Excellency to cause to be printed, in addition to the documents mentioned in an address of this house, such of the documents that have been obtained from the public archives in Paris and in London, and are now in manuscript in the library of Parliament, and in the library of the Literary and Historical Society of Quebec, or that may be procured hereafter, as shall be found of sufficient interest in a legal or historical point of view; and also to cause to be reprinted such of the works published in the early history of the country as may be of great value and have become very scarce, the said works or documents to be printed in such form and with such notes and maps as may be found proper, and assuring His Excellency that this house will make good the necessary expense to be incurred for the aforesaid objects. Hon. Mr. MORIN said the documents would throw a great deal of light on the early political history of America, and that the maps embraced the whole country from Canada to Florida. Any gentleman who would look at the catalogue, would see that a vast amount of valuable information was comprised in the documents; many of which were never yet published. The documents did not relate to Lower Canada merely, but contained also many letters and several plans relating to Upper Canada. The motion was then carried....His Excellency the GOVERNOR GENERAL has been pleased to appoint a number of gentlemen to compose a Provincial Committee, to take the necessary steps to ensure a fitting representation of the industry and resources of this Province at the WORLD'S EXHIBITION, to be held in PARIS, in the year 1855,—with power to appoint an executive committee and local committees throughout the Province....A pension of £200 a-year has been conferred upon Mrs. Fullerton, widow of the late Lord Fullerton, who was for twenty-five years one of the Senators of the Scotch College of Justice. Also, £100 to Mrs. Taylor, the discoverer of steam navigation....Captain Cook's Chronometer has been presented to the united service institution, by Admiral Sir Thomas Herbert. It has undergone some adventures; after two voyages with Cook, Lieutenant Bligh took it out in the Bounty; the mutineers carried it to Pitcairn's Island; it was sold to an American, who sold it again in Chili; finally, Sir Thomas Herbert bought it at Valparaiso, for fifty guineas.... The French Exhibition building, has consumed 822,000 square yards of cut stone, 4,500 tons of castings, 3,600 tons of iron, and 33,000 square yards of unpolished glass. The surface of the ground floor is 27,068 square yards. The surface of the gallery of the circumference counts 18,072, giving a total of 45,140 yards. "The building unlike its predecessors," says the correspondent of the N. Y. *Tribune*, "is to be a permanent monument of the most elaborate finish, and the most studied perfection of style." Among the curiosities to be sent from the East Indies to the French Exhibition is a carpet of ivory, it is twenty feet long and six wide, and cost $1,500.... The German Philosopher Schelling, died at Ragaz, in Switzerland on the 20th August last....The Italian Papers mention the death of Cardinal Angelo Mai, a prelate who owed his rank to the position which he had created for himself in the world of literature by his curious discovery of palimpsestes. He was born March 7, 1782, in the diocese of Bergamo, created a cardinal in May, 1837, but reserved in petto and proclaimed in the following year. The cardinal continued his learned labours after his elevation, and only very lately succeeded to the post of librarian of the Vatican, rendered vacant by the death of Cardinal Lambruschini..Mr. W. H. Bartlett, whose premature death at sea has just been announced, was well known to the public by the historical and illustrated works "Forty Days in the Desert," "Nile Boats," "Walks about Jerusalem," and other works of biblical and classical interest. His last published work, "The Pilgrim Fathers," is a historical narrative of great interest; and, like its predecessors, is beautifully illustrated by drawings taken on the spot. Mr. Bartlett's last visit to the East was undertaken only a few months ago, with the express design of inspecting some ancient remains, and of furnishing a series of illustrations for a new work on the subject. But on his return from that hallowed ground, he was taken suddenly ill on board the French steamer Egyptus, and in the course of the following day expired, in the prime of life, and when almost in sight of land. To the talents of an accomplished artist, an able and agreeable writer, and a traveller, whose graphic description of society, as well as scenery, in every quarter of the world, are so generally admired, Mr. Bartlett added those higher qualities of mind and heart, which, to all who knew him, formed a bond of attachment which only strengthened with years....The first stone of the monument to the late Mr. Daniel O'Connell, was lately laid by Sir

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John Power, in Glasnevin cemetery, Dublin. There was no public display on the occasion. A monument has also been erected in Glasgow, to Mr. O'Connell....King Max, of Bavaria, has just granted an allowance of 500 florins, to be repeated next year, to Melchior Meyr, a young Bavarian poet. Meyr's "Duke Albrecht" has been represented with applause in seventeen chief towns of Germany, and his "Village Histories," published in the *Morgenblatt*, are very popular. The allowance is granted to enable him to employ his undivided energies in the composition of a poetic work of larger scope than he has yet published, and on which he has long been engaged. Herman Ling is another Bavarian poet who receives similar assistance from the King. The young German poets Geibel, Bodemstedt, and Paul Heyse, who have similar reason to thank his Majesty, are not Bavarians.... Alexander von Humboldt celebrated his 85th birth day on the 14th of October. The illustrious philosopher is in the enjoyment of full bodily health and intellectual vigor, and continues, as heretofore, to devote himself with wonderful activity to the interests of science....From an account of Assyrian researches and discoveries in the last annual report of the Royal Asiatic Society, made by Colonel Rawlinson, we learn that the most recent, as well as the most important discovery, in an historical and geographical point of view, is that of another obelisk, in the south-east corner of the great mound of Nimrod, and erected by Shamasphul, the son of Shalambara, or Shalamchara, who raised the similar and well-known obelisk in the British Museum. The Colonel states shat he has been down the river to Bassorah, whence he has shipped off several cases to the British Museum and Crystal Palace, by the Acbar Steam-frigate, which was sent up from Bombay for that purpose. A further very curious discovery made by Colonel Rawlinson is, that the employment of the Babylonian cuneiform writing was continued down at least so low as the time of the Macedonian dominion in Asia, the commencement of the third century B.C....A free library and museum is about to be established in Preston ...An important discovery has recently been made in regard to a new material from which to make paper....This discovery is the "Everlasting paper (Gnaphalium)- No such great results could, however, be properly expected from it unless this plant, the flower of which has only served hitherto to stuff beds, might be obtained without culture, and in unlimited quantities. Mr. Andrews has procured information which settles incontestably that the "Everlasting" is found abundantly every where over Canada and North America....It is designed to erect a monument at Quebec, to the memory of Generals Wolfe and Montcalm, and the gallant fellows who fell with them.

MELANCHOLY FATE OF SIR JOHN FRANKLIN.

The *Montreal Herald* of the 21st Oct., has the following:—In an extra of yesterday evening we informed the public that a rumor was current that the remains of Sir John Franklin and his crew, and their ships had been discovered. We immediately despatched a special messenger to the Hudson Bay Company's House at Lachine, and through the kindness of the Governor, Sir George Simpson, are enabled to lay before our readers the following outlines of a despatch received by him yesterday from Dr Rae, who has been absent on the coast since the first of the month of June, 1853, and returned to York factory on the 28th August last; from whence he forwarded letters by express to Sir George Simpson, via Red River settlement. After briefly noticing the result of his own expedition and the difficulties with which he had to contend, he proceeds to state that from the Esquimaux he had obtained certain information of the fate of Sir John Franklin, who had been starved to death, after the loss of their ships which were crushed in the ice, and while making their way south to Great Fish River, near the outlet of which a party of whites died, leaving accounts of their sufferings in the mutilated corpses of some which had evidently furnished food for their unfortunate companions. Although this information, is not derived from the Esquimaux who had communicated with the whites, and who had found their remains, but from another band who obtained the details from theirs, no doubt is left of the truth of the report, as the natives had in their possession various articles of European manufacture which had been in the possession of the whites. Among these are silver spoons, forks, &c., on one of which is engraved "*Sir John Franklin, K. C. B.;*" while others have crests on theirs, which identify the owner as having belonged to the ill-fated expedition. Drawings of some of them have been sent down. This fearful tragedy must have occurred as long ago as the spring of 1850.

EXTRAORDINARY EXPERIMENTS WITH THE ELECTRIC TELEGRAPH.—Some experiments have, within the past fortnight, been made at Portsmouth, with regard to this science, of a most important and remarkable character, and which would appear to open up and promise to lead to further triumphs in electricity equal in importance to any that have already been achieved The experiments in question were for the purpose of ascertaining the possibility of sending electric telegraph communications across a body of water without the aid of electric wires. The space selected for the experiments was the mill-dam (a piece of water forming a portion of the fortifications) at its widest part, where it is something near 500 feet across. The operating battery was placed on one side of the dam, and the corresponding dial on the other side. An electric wire from each was submerged on their respective sides of the water, and terminating in a plate constructed for the purpose, and several messages were accurately conveyed across the entire width of the mill-dam, with accuracy and instantaneous rapidity. The apparatus employed in the experiments is not pretended to be here explained in even a cursory manner; this is, of course, the exclusive secret of the inventor. But there is no doubt of the fact, that communications were actually sent a distance of nearly 500 feet through the water without the aid of wires, or other conductors, and that there appeared every possibility that this could be done as easily with regard to the British Channel as with the mill-dam. The inventor is a gentleman of great scientific attainments, residing in Edinburgh, and lays claim—and we believe with some justice—to being the original inventor of the electric telegraph; but from circumstances, he was unable to carry out the invention to his own advantage. The experiments at the mill-dam were of a strictly private character, although they were carried out by Captain Beatty and other engineering officers belonging to the garrison.

EXAMINATION OF COMMON SCHOOL TEACHERS.

NOTICE is hereby given, that a MEETING of the BOARD OF PUBLIC INSTRUCTION of the SECOND SCHOOL CIRCUIT, County of Peel, will be held at BRAMPTON, in the SCHOOL HOUSE, on TUESDAY the 14th day of NOVEMBER next, at 9 o'clock, A. M., for the EXAMINATION OF COMMON SCHOOL TEACHERS (for 1855.) All Candidates for License, previous to being admitted for examination, must furnish the Board with a certificate of good moral character, from the clergyman whose ministrations they attend. Teachers who hold First and Second Class Certificates of License will not be re-examined. But such Teachers, notwithstanding, are hereby required to present to the Board the above mentioned certificate of good moral character before that their Certificates of License can be extended beyond the present year. By order of the Board, JAMES PRINGLE, *Chairman.* Brampton, 23rd Oct., 1854.

EXAMINATION OF GRAMMAR SCHOOL MASTERS.

THE COMMITTEE of EXAMINERS of CANDIDATES for MASTERSHIPS of COUNTY GRAMMAR SCHOOLS in Upper Canada, having recently met to make the preliminary arrangements requisite for carrying into effect the provisions of the GRAMMAR SCHOOL ACT, as set forth in the 2nd clause of the 11th Section, have decided on holding their EXAMINATIONS for the present, quarterly,—on the FIRST MONDAY of JANUARY, APRIL, JULY, and OCTOBER, respectively, in the NORMAL SCHOOL BUILDINGS, commencing at THREE o'clock, P. M. THOS. J. ROBERTSON, Head Master, Normal School, U. C., *Chairman.* [N. B.—All Candidates are requested to send in their names to the Chairman of the Committee at least one week prior to the first day of examination.

WANTS A SITUATION.—A SCHOOLMASTER who holds a First Class Certificate, would be glad to hear from any person requiring his services. His present engagement expires on the 1st January next. He is well acquainted with the common and most of the higher branches of an English Education, also with the French, Latin, and Greek languages. He has had several years experience in Teaching, and is well acquainted with the Normal method, both in theory and practice. Address X. Y. Z., Guelph P. O. Nov. 1854.

A SCHOOL WANTED by a MAN whose engagement terminates in December. He has had several years experience in School Teaching, and at present holds a First Class Certificate from the Board of Instruction for the United Counties of York, Ontario and Peel, and can produce a certificate from the Trustees of each School Section in which he has taught. Apply by letter (pre-paid), stating salary, to W. M. BUTTONVILLE, P. O. Markham. November, 1854.

A YOUNG MAN of steady habits who holds a First Class Certificate for the Counties of York and Peel and whose engagements terminate about the first of January, wants a School. Apply by letter, (post paid), stating salary, to T. M'KEE, Holland Landing, P. O. October, 17, 1854.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

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☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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CONTENTS OF THIS NUMBER.

		PAGE
I.	The duty of Self-Culture in its relation to Teaching	189
II.	The Relations of Teacher and Pupils	191
III.	Winter Schools	192
IV.	Family Conversation	192
V.	Never forget your Mother	193
VI.	Moral Instruction in Schools	193
VII.	Has the School Teacher a right to flog a Pupil	193
VIII.	Speeches of the Chancellor and Vice Chancellor at the recent Convocation of the University of Toronto	194
IX.	MISCELLANEOUS.—The Alma River.—2. Literary Women—3. Probable effect of the Anglo French Alliance on the English Language. 4. The Theory of Duration. 5. Population of Ireland. 6. Population of Mexico. 7. Towns in the Crimea. 8. Table of Distance and Population. 9. York Minster	195
X.	EDUCATIONAL INTELLIGENCE.—1. Canada Monthly Summary. 2. School Attendance in Toronto. 3. Convocation of the University of Toronto. 4. Convocation of the University of Trinity College. 5. British and Foreign Monthly Summary. 6. Oahu College, Sandwich Islands. 7. United States Monthly Summary. 8. New York Evening Schools	198
XI.	LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Montmorenci Suspension Bridge. 3. The Victoria Bridge at Montreal	199
XII.	Advertisements	200

From the Massachusetts Teacher.

THE DUTY OF SELF-CULTURE IN ITS RELATIONS TO TEACHING.

[A PRIZE ESSAY.]

Personal improvement is the duty of every human being. By virtue of his very humanity, every individual of the race, stands under a sacred obligation to make as much of his mental and moral powers, as his position in life will permit. No one has a right to bury in a napkin any talent God has given him, any more than he has to pervert it to an unworthy use. This obvious general duty becomes specific and peculiar in its relation to many callings in life; and every one, we think, will decide that in regard to the business of teaching, it is a necessary and primary qualification. Its limits and methods, however, in that particular relation may, perhaps, give occasion for differences of opinion, where, indeed, any definite opinions at all are held on the subject.

Self-culture relates mainly to three things, *manners*, *mind*, *morals*. Attainments in all these directions are essential to the teacher's success. Failure in either of them is fatal. Nor can culture in one of these directions make up for its absence in any other. The instructor ought in a high sense to be a gentleman, a scholar, and a Christian. Whoever else can afford to be other than all these, he cannot. And this, we apprehend, will be manifest if we consider the peculiar nature of his calling.

What, then, is the distinctive character of the teacher's vocation? A somewhat extended answer to this question will furnish forcible arguments for continued self-culture in all who engage in the work. We must think, that with all the advance recent years have witnessed in the views and methods of popular education, even teachers themselves have hardly begun to have adequate notions in regard to the importance and inherent greatness of their work. We cannot say less of it than that it involves the highest responsibilities, and is, in the best sense most honorable. We are dull in our apprehensions of the peculiar honor there is in fashioning a human spirit into forms of intellectual symmetry and grace, which it shall carry not only through the life that is, but onward into the everlengthening ages of the life that is to be.

In all civilized countries the votaries of art have been held in honor. He who could make the canvas glow with imitated life, and he who could cut from the cold, dead marble, the almost living, breathing forms of animated existence, have both alike acquired lasting renown. Some of them lived for back in the past. Ages have passed away since the crumbling dust of their masterpieces has mingled with the ashes of their tombs; yet their names are held in deserved honor. But there is a coloring that outlasts all time, and eternity will for ever add to its brightness. There is a sculpturing too, every line and angle and feature of which, will retain its exact form when the heavens and the earth shall be no more. No less a work than this is every teacher called to perform. Consciously or unconsciously, he is making impressions every day as lasting as the soul. What work, then, more responsible than this? What more honorable, provided it be well performed?

But the teacher need not pass the limits of the present life, to find evidence of the high character of his calling. It bears this character when judged by finite standards, and measured by the relations of time. Leaving wholly out of view those higher relations which connect it with a future existence, and regarding it simply as a business connected with the present life, we know of no nobler employment, none more worthy the efforts of the highest order of intellect. The teacher's forming hand is to be found all along the world's history, in the poets, the philosophers, the statesmen and the heroes of every age. Through these he has shaped the destinies of nations. Unrecognized, unknown perhaps, by the subjects of them, he has sent forth influences that have been felt far and wide. Nor has this obscurity rendered these influences any the less effective. It is a fact not usually appreciated, that the true origin of great results lies often entirely back of their reputed causes. It is often forgotten that Alexander the Great was long the pupil of Aristotle, as were Alcibiades, Xenophon, and Plato, of Socrates. "Who," it has been asked, "hears the name of Caius Laelius? And yet Scipio, the conqueror of Hannibal, speaks of himself as but executing the designs of that philosopher." Is it, then, too much to say that had there been no Laelius, there would have been no immortal Scipio, and the great Carthaginian might not have found a conqueror? The greatest of Roman orators, whose fame yet sends its steady light over the abyss of ages, declares that Publius Nigidius, a name that, but for this circumstance, we

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should hardly have known, was the author of his noblest deeds. And if Cicero could make this confession, how many more of inferior genius could make similar acknowledgements with yet greater propriety? Indeed, however narrow our observation may have been, instances must have come to our knowledge of great power proceeding from those who dwelt in obscurity, even as the earth is heaved and tossed and cleft asunder, by invisible forces of which we know almost nothing.

Of this hidden power of the teacher for good,—and, let it be remembered, it may be for evil likewise,—we give a single illustration. We once knew a teacher who, in the judgment of those best acquainted with him, possessed the rarest intellectual powers, which he had cultivated with long and varied discipline. For him it was a pastime to read in the mother tongue of Plato and Plutarch, the deep philosophy of one, and the lofty morality of the other. There is hardly any field of knowledge to which he was a stranger. He seemed to be at home on the classic page, among the higher mathematical studies, or while engaged in unfolding those subtle distinctions which underlie that sublimest of all sciences,—the science of the human soul. And no mind truly awake could listen long to his "wide and large discourse of reason," and not feel something of that awe-inspiring reverence, which the presence of the highest forms of intellectual greatness seldom fails to awaken. And yet he was known comparatively to but few. His personal influence over the world at large was but small. The masses were alike ignorant of his worth and his greatness. With a modesty equal to his unusual attainments, he shrank from display; and having no desire of authorship, and passing away from us in the meridian of his days, but few of the results of his profound investigations will go down to posterity on the printed page. But will he have lived in vain? Far otherwise; for deep in hundreds of young and noble hearts, made yet nobler by his sublime teachings, were treasured up the living thoughts his "winged words" bore thither, and there will they be cherished in undying remembrance. Love for Truth and Honor and Duty was inspired in minds that are to influence men from high places of authority and trust; from the pulpit, the bar and the halls of legislation. Through his pupils will his influence be transmitted to other minds, and thus has he set in motion a tide of healthful agencies that will ebb and flow to the end of time. Not far from the quiet waters of a New England lake, stands a massive granite shaft erected to his memory by his loving pupils. It bears no flaunting eulogy upon its tablets. It rises in solid yet simple grandeur, an apt symbol of his life, whose name, with the day of his birth and of his death only, is cut in relief upon the solid stone. As we stood, not many months ago, beside that monument, with sentiments akin to those of the pilgrim who has reached some long sought distant shrine, we could but feel how fitly it illustrated the enduring influence of him whose ashes are reposing at its base.

Let it not be supposed that the importance or the responsibilities of the teacher's calling are confined to the higher walks of the profession; or that they belong exclusively to those chiefly engaged in finishing the work. The instructor, at every stage of his business, is concerned with intellectual and moral development; and we are yet to be informed that the earliest part of this business is fraught with less important consequences than that of any later period. Of how little value is elegance of finish, or beauty of exterior ornament, to that edifice, whose foundation was laid at first in the treacherous sand! Or, to use a better analogy, of what avails any effort to remove an unsightly crook in the sturdy tree, which commenced while yet the tree was a tender shrub? We know not how soon the infant soul begins to receive from the world without its shapings and tendencies. But we do know, that after this time has arrived, its earliest are its most impressible periods. It is then, that little causes, as we call them, produce great results. A word, a look, a tone, a tear, a smile, every one does its work. Sunny and joyous tempers have sprung into life under the genial influence of a constantly cheerful countenance and voice. At this period too, harsh and irritable dispositions are bred amid strife, in an atmosphere of moroseness and ill humor. Thus early does the die give the enduring stamp. A very few years suffice to give full vigor to those elements which expand into a Cowper or a Byron; a Washington or a Bonaparte. "The boy is father of the man," says a poet; and most true it is, that the human character receives its form in childhood. Let no one, then, touch the young soul, that wondrous birth of heaven, with a careless or unpractised hand. Whoso does this does it at his peril.

Thus in whatever view we regard the teacher's vocation, whether in its relations to this or the future life; in its connection with the earlier or later periods of intellectual development; in its immediate results upon the pupil, or its more remote effects, ever going forth from him as a central source; in each and all these views, we find abundant evidence of its peculiar excellence and responsibility as a calling. The teacher is thus seen to be a *fashioner of human souls, moulding them measurably into his own likeness.*

This character of his work indicates, at once, what that of the instructor should be. He owes it most sacredly to his noble employment, that he be no intellectual sluggard. Unrefined manners, an uncultivated mind, or an easy conscience, have no business here. They are not the fitting appointments for this most elevated work. The teacher has chosen an office most responsible and most honorable. Let him do it honor, then, by his own manly character and his faithful labors. But this he will fail to do, unless he is ever diligent in work of self-improvement.

We have said that self-culture has reference to external habits, the mind, and the heart. Some more specific consideration of each of these will be pertinent to the subject.

If the foregoing views are correct, the external manners of the teacher are not of minor consequence. Pupils continually copy the teacher, and usually go further than he, if he is addicted to coarseness of any kind. If they are well bred at home, they will probably disrespect him; if not, they will most likely become confirmed in their own rudeness by his example. Some regard for dress, even, is most important. We are, we confess, no great admirers of those who are careless in this respect; and still less do we respect those who affect oddity or indifference here. We do not think we could even sympathize with a modern Diogenes. While we should despise a fop, we should feel an almost equal degree of disgust with one who purposely or otherwise should play the philosopher in rags. And worse than any where else is this in the teacher. He needs to be scrupulous in regard to his person, his dress, and his manners, as well as in his pronunciation and his use of language. Fifty, a hundred, and perhaps more pupils are accustomed to see him some hours every day. They become familiar with all his habits, even the most minute. If he is careless in his dress, eccentric in his manners, coarse, low, or worse in his words, some of his pupils, it is to be hoped, would *appreciate* such qualifications; but a greater number probably would become his copyists. We shall not be understood as advocating finical exactness; an undue preciseness which is among the worst species of affectation, and not, if our recollection serves us, entirely unknown to the profession. But we would express most decidedly the belief, that no one destitute of refinement and courtesy, whatever else he may have, is fit to be a teacher. The school-room should be a place, the very atmosphere of which is pervaded with the spirit of true politeness.

Progressive intellectual culture is, if possible, yet more essential to the true teacher. He must always be a learner. To be willing to stand here is to be willing to go backward. And yet the temptation to stand still is as great as the yielding to it is fatal. This may be seen at a glance. The teacher spends hours every day in immediate mental contact with those who are perhaps greatly his inferiors in age and knowledge. He is by his position constantly a superior. This continued relation, and the consequent feeling which must accompany it, tend to work out at length an overbearing spirit, conceited and pedantic. Hence has sprung that peculiar genius, born of Ignorance and Conceit, known in all times as the genuine pedagogue, and deservedly the butt of ridicule and satire from the time of Solomon downward. We account for the odium that falls upon his luckless head, on the principle that the caricature of anything is disagreeable, just in proportion as the thing caricatured is really excellent and noble. The pedant is the true teacher in caricature; hence he becomes the object of unmitigated disgust.

There is, we say, in teaching, such a tendency. This tendency brings with it no necessity, however. It can be easily resisted. To do this successfully the teacher must grow intellectually; and this growth implies an ever-widening sphere of knowledge. A higher standard of education, indeed, is now demanded by public opinion, in common school teachers, than formerly. The time has happily gone by when the candidate would answer, provided by dint of digging, he could keep in advance of his classes. A considerable degree of culture is now required—we hope the demand will be greatley increased—in every one who takes charge of a school of any kind. And we doubt not that a teacher may, for a time, be tolerably useful, even if his education is chiefly limited to the studies he has occasion to teach. But if he stop long here; if he make the bare demands of the school-room the limit of his attainments, his mind will contract his self conceit dilate, and pedantry will grow thriftily on its proper soil. Now, in order to forestall such a result, the teacher needs some constant intellectual employment, calculated to enlarge and discipline his mental powers. In deciding what his employment shall be, every one, of course, would consult his own preferences. There are, however, many branches of knowledge essential to the highest usefulness of the teacher, and also in themselves most valuable acquisitions, which are not usually required as qualifications in a large class of instructors. A knowledge of Intellectual Philosophy, for example, is not required by Committees and school laws, in order to teach primary and grammar schools. And yet, if the brief views of teaching we have given are near the truth, how unfit is any one to teach even such school, who is ignorant of the powers of the mind and the laws of its action? As unfit, in truth, as he to build a temple, who is ignorant of the first rudiments of architecture.

Highly useful, also, to the teacher, is some knowledge of the classical

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languages and literature. Our own vernacular, as all know, is largely indebted to those wonderful languages; and whoever would understand the full power of those words we have thus borrowed, must learn them in their birth-place and among their kindred. And as to studying those old philosophers, poets, moralists and historians, through translations, it is, for the most part, like looking at the finest landscape in the dim twilight, so that he was not far from the truth who said there really never where but two translations—those of Enoch and Elijah. Every student, moreover, knows how thoroughly and extensively classical allusions are woven into the very texture of the finest English literature. We may now regret this, perhaps, but it will make the fact no otherwise than it is. The great poem of the language is literally full of allusions to the old histories and mythologies. Hence the value of some attainments in this direction to every teacher. And then there is a knowledge of history, far more extended than the school books give, always useful to the instructor. For he is especially concerned to know the great science of man; and this must be studied mainly in language and history. These studies, most appropriately termed the Humanities in the older schools, while they are useful to all, are, on many accounts, especially advantageous in the business of teaching. In fine, that bond of brotherhood, so aptly termed by Cicero, *quoddam commune vinculum*, which runs through and binds together all the various branches of science, makes them mutually illustrate each other; so that he who undertakes to teach any one of them will find his capability to do so increased, almost in exact proportion to the extent of his knowledge among the rest. Pushing his researches thus into one and another of the departments of knowledge, the teacher will accomplish two most important results. He will discharge a debt which he owes his noble calling, and cultivate himself as a man. He will thus escape that narrowness of thought and view which so often characterizes the pedantic school master, and which satirists have so often used to the discredit of his profession, and will elevate himself and honor his calling.

We are not unaware that we may be met here with the difficulty that the time alotted to many teachers, for their own cultivation in reading and study, is small. It may be said that the greater portion of each day must be given to the school, and that the remainder is needed for physical exercise and social intercourse. We admit the difficulty to some extent; still, judging from what has been done, we are convinced that a proper and systematic arrangement, in regard to time, will give considerable opportunity for so desirable an object. Instances are not wanting of teachers of the very highest usefulness, making large literary attainments. Difficult languages have been learned and abstruse sciences acquired. We have in our mind at this moment a distinguished professor who, years ago, while engaged six hours each day in teaching boys, began the study of Hebrew, and read the Old Testament through several times in that language. Honored female teachers, too, some of whose names are familiar to us as household words, might be named, who have cultivated most assiduously their own minds while actively engaged in the duties of their chosen employment. Almost all of us know the great acquisitions of Dr. Arnold, who, while engaged many hours every day in teaching, found leisure time in which, both as student and author, he gained high and worthy distinction in the republic of letters. Such examples show us what may be done by a careful economy of time and rigid adherence to system. They show us, too, that the business of instruction does not necessarily cramp the mental energies, nor prevent their growth; and that while one is a teacher, he may also become a man of taste and letters. In fact, we think it both the duty and the privilege of every teacher to be such; and unless we greatly mistake, it will be found true on careful examination, that those teachers who are doing the most for their own mental improvement, are, as a general rule, the most useful to their pupils.

That *moral culture*, also, is essential to every teacher, hardly needs an argument. The matter is so self evident as to require little or no illustration. In our own State, where from the very beginning the cultivation of the heart in all schools has been supposed, as a matter of course, to take precedence of every other; and where the school laws not only recognize religion as the highest and noblest possession possible to the mind, but also enjoin it upon the teacher to inculcate piety and Christian morals, love to God, and love to man,—here, we say, it is too obvious also for remark, that the teacher should possess high moral and religious principle. "The business of a schoolmaster," said Dr. Arnold, "no less than that of a parish minister, is the cure of souls." This may be stating the matter strongly. But true it is, that he must have clean hand and a pure heart, who aspires to this sacred calling. And this moral element should never be suffered to lose anything of its vitality or force. It should receive the most assiduous cultivation. There should be in the educator a life and a growth of all good affections. To all who fall short of this, and bring strange fire to this consecrated altar, the words of the Sybil to the companions of Æneas are a fitting admonition, *Procul, o, procul este, profani.*

We have briefly seen what teaching *is*, and what it *requires*. It is surely matter of pleasant reflection that teachers in our midst are coming every year better to understand the true character of their calling, and the relations they sustain to it. This state of things gives promise of a time not distant, when their ranks shall be filled with highly cultivated men and women, and the name of teacher shall be suggestive only of taste, refinement and all good culture. Every teacher is interested in such a result. Let each do his part, and the work will speedily be accomplished.

THE RELATIONS OF TEACHER AND PUPIL.

An important means of promoting the usefulness of common schools is *diffusion of a correct knowledge and sense of the relations of teacher and pupil.* From the want of just and steady principles respecting these relations, the benefit of schools is often much abridged. Difficulties not unfrequently arise in school districts, and in schools themselves, from a want of definite views on the part of parents and teachers respecting the legal rights, powers, and duties of the latter. Perhaps the authority of the teacher is too general in its nature to be confined within bounds that shall exactly comprehend the various contingencies that may happen. If we should venture to say that the occasion for the use of authority must determine its limits, there might still be a wide diversity of opinion as to what should constitute an occasion for its use; and if all should agree as to the call for its exercise, they might differ widely as to the measure and the mode of it. As there is great need of discretion in the teacher, there is also much need that discretion be allowed to him. He is an approximation to parental government, and, so far as the one approaches the other, so far should a similar discretion be conceded. Regarding then the teacher as, to a considerable extent, and for the time being, in the place of the parent, we think that, as in the one case, so in the other, the law will not interfere with the exercise of authority, except where the bounds of reason are clearly transgressed, and the exercise of works palpable injury to the subject of it, and tends thereby to make inroads on the social welfare. In doubtful cases public justice will learn to the teacher rather than to the pupil, as it presumes the discretion of the parent till the proof plainly forbids such presumption.

Unless we widely err, the due authority of teachers has, in many instances, been gradually frittered away, and the art of coaxing has been required instead of discreet *government*. In schools of from forty to a hundred scholars, where the number is nearly equalled by the variety, a morbid sentiment relies for subordination on the power of persuasion alone. Those who are governed nowhere else, and nowhere else persuaded, are expected to be held under a salutary restraint by the gentle sway of inviting motives. If we may suppose cases where this lenient power is strong enough to curb the wayward and subdue the refractory, we think it must be in cases where rare skill is applied to select specimens of human nature. We urge nothing against the power of persuasion within its reasonable limits, and we could wish that these limits where much wider than they are, as they doubtless would be with improved domestic education. Early and steady respect to authority at home, prepares the way for easy government in school, and whilst it is a perpetual blessing to the child, it is a present comfort to the parent and a service done to the public. Not till an even-handed authority creates the power of persuasion at home, may we expect its triumph abroad. Whatever value, then, we put upon its gentle influence, we think that, at least in schools, it is not good for it to be alone. Law, not a name, but a power, must have a known existence, and if this knowledge cannot be communicated by its letter, it should be acquired by a sense of its wholesome penalties. There are those so headstrong from long indulgence and from their habits of early domination, that to bring them to their duty in school, and to keep them from marring their own and others' good, by the gentle power of motives, would be as unreasonable an expectation as that of subduing the wild colt of the prairie without a thong or a bridle. To say that such should at once be turned out of school, is to say that they shall not have the very benefit which all need, and they more than others, the benefit of a well-governed school, to whose government their submission might be a salutary novelty. To expel a pupil from school should be done only by a cautious decision and as an ultimate resort. To inflict upon him this disgrace, and to deprive him of the advantages of education is, in some sense, to punish the community. Such a result may sometimes be unavoidable, but in most cases it may be shunned by the prevalence of a quick and strong sense, within the District, of the importance of a firm and well-sustained government in the school, and by leaving mainly to the discretion of him, who is held responsible for the success of the school he teaches, to find where persuasion can, and coercion must, do its work.

We are unwilling to dismiss this part of our subject, without pressing further the importance of a correct general sentiment respecting schools, both public and private, and of every grade. We think that much of the inefficiency of schools is occasioned by an unintentional and indirect interference of parents with the appropriate authority and influence of the teacher. It is an interference that works no less

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effectually because its operation is indiscreet and unsuspected. We refer to a home-bred influence that springs up by the fire side and around the table. It drops from the parent's lips on the heart of his child, to be carried into the gatherings of children in the neighborhood, and thence, with accumulated power into the school, there to injure if not to frustrate, the best endeavors of otherwise competent and useful teachers. It takes the place of a salutary influence that might easily be exerted by the judicious and decided coöperation of parents while their children are under the domestic roof. The indulgence of parental fondness humors the waywardness of the child, lends a willing and partial ear to his unfounded complaint against the teacher, entertains unjust suspicions of the latter's intellectual attainments, and discretion in government. Instead of placing the full weight of parental authorty in the hands of the teacher, it takes away from those hands much of the authority which the deliberate and settled wisdom of the State has placed in them. We therefore respectfully, but with an earnest voice, call upon parents, by their tender and sacred regard to the best interests of their children, and by their enlightened respect to the general good, to refrain carefuly from weakening the government and diminishing the usefulness of the teacher by hasty or ill-founded distrust of his competency or faithfulness, and to consider that, in the regulations of his school, and in his judgment of the character and conduct, the merit or demerit, of the scholar while under his eye, he has advantages for discernment which can be possessed by no one else; and to bear in mind that, as a general fact, the teacher feels his responsibility more deeply and constantly than others feel it for him, and that his reputation and disposition stimulate him to put forth his best exertions for the useful advancement of the school. Let them not forget that, while the children are in school, parental authority is passed away into other hands, and that neither the parent nor the scholar should entertain the thought that any remnant of domestic power may infringe on the supremacy of the teacher, whilst standing where the public will has placed him.—*Massachusetts Teacher.*

WINTER SCHOOLS.

The winter school! What stirring memories hang around this phrase! What visions of fun or fame does it not arouse in the minds of youth. The winter is the time for the revival of learning. The old school-house, which has through the long hot days of summer shrunk quietly aside under the shadow of the trees, or veiled its face in the way-side dust seems to grow larger and looms up with a sort of conscious dignity as the cold weather approaches. The big boys and girls are coming to shool. The harvesting and husking are over, the labors of the farm and dairy are finished, and the older sons and daughters who have rendered good service at home, are about to turn their attention from the cultivation of the soil to the pursuit of science. The old school-room whose summer siesta has scarcely been disturbed by the patter of little feet and the piping voice of the wee ones, now proudly echos the sturdy tread of stalwart youth, and the merry laugh of blushing maidens, who have gathered their books in hand, to grapple again with the knotty sums of the arithmetic and the puzzles of the parsing lessons.

What a time there has been about engaging a "master?" How the tide of talk has sent its eddying whirls to the very circumference of the "section" and agitated the minds of old and young as one candidate after another has been proposed for the truly important post of teacher of the winter school. Finally it has been settled; the progressive party and the young people have triumphed, and the teacher, just from the normal school, has been hired. Some old men shake their heads and talk doubtfully of new notions and high wages, but the older class of scholars express their joy that, at length they are to have a skilful and accomplished teacher, and all discontent soon disappears in their enthusiastic discussions of their purposes and plans for a hitherto unheard of diligence and success in study. The dust is brushed from the old books and the pages are carefully scanned for some familiar mark or passage which may indicate the last step of the last winter's progress. New studies to be taken up are discussed, and old ones are proposed for review, till, finally the whole question is deferred for the "master's" advice.

At length the day and the master arrive; the scholars assemble, the preliminaries are settled and the winter school is begun. The temporary feeling of strangeness and distrust between the "master" and his scholars speedily gives way to a sentiment of mutual interest and regard, and they bend themselves steadily down to their respective tasks as teacher and taught.

Ah! how busy and blessed a scene is that winter school! What a band of earnest thinkers is there, groping amidst the elements, or wrestling manfully with the higher problems of scientific truth! How the conflict of mind goes on as the spellers take their places, or the parsers bend over the contorted phraseology of Milton or Pollock or Pope, or as the young algebraists chalk their equations upon the black board. The intellectual strength and skill acquired here will by and by grapple, with a triumphant might and success, with the great practical problems of individual and social life. Amidst these scenes of mental excitement characters are rapidly receiving, as on melted metal, the stamp which they will soon exhibit as current coin in the wide world's marts.

Well may that winter school form as it does the staple topic for at least one half the talk of the whole section; well may the doings of the "master" and the pupils be made the subjects of constant discussion. Alas that those doings should be debated in passion and prejudice by those who have never entered the school-room door. How happy if every parent would visit in person that busy room. Let them come and mingle with their children in their school: let them sit down by the side of their sons and daughters on the hard benches, and watch with friendly interest the processes by which the noble boy and graceful girl are conquering their way to intelligence and power.

And why should not parents visit the school? There is no spot within the boundaries of the section so full of interest and instruction as that school-room. A half day spent in the school is better and pleasanter every way than an evening at some scientific lecture. In the well conducted classes one may hear unending courses of popular lectures. Once make it fashionable and no place of resort will be found to possess so many attractions as a good school. And how largely would the general intelligence and cultivation of any community be increased should the adult portion of that community adopt the plan of spending their leisure hours in the school room. If the minds of children increase in knowledge under the instructions of the competent teacher, how much more the minds of men who could comprehend the practical value and bearing of every truth, and bring to the illustration of every principle the light of an active experience!

Nor need there be any great fear that the lessons would be too simple. But few memories are so tenacious as not to need frequent reviews even, and a review of the lessons of childhood would often reveal to the man important truths which the inexperience or inattention of childhood had failed to perceive.

And how honorable and potential is the position of the master of the winter school! Throughout the section he is the observed of all observers. Wherever he walks the streets, from many a half-curtained window or door ajar, anxious eyes study his walk and dress. His words are caught and carried till their echo has been heard by every fireside, and they have formed the topic of talk for old and young. If a man of intelligence, cultivation and benevolence, how much may he contribute to even the present happiness of the section; how much of a generous and cheerful intellectuality may he breathe into the circles of its social life. And in the school-room how splendid the responsibilities of that winter school; how glorious and blessed the fruits. How may he infuse into the minds of those large boys and girls, just ready to start forth on the path of independent life, the vigour and energy of his cultured intellect, and animate them with his own loftier purposes or more generous ambitions. Teacher at once and companion, to the authority of the master he may add the persuasive influence of the friend, and there amongst the scenes of that winter school, in the familiar chat of the recess hour and in the familiar companionship of the fireside, where he goes as the honored and welcome guest, whatever of purity or true nobleness there may lie buried within him will get itself reproduced in their minds and manners. Amidst their mingled hopes and anxieties for the future, now drawing so near, when they must leave school and hone for an independent place in the wide, working world, with what interest and confidence do they turn to the teacher to tell him the plans they have formed or to ask his advice concerning the course they are to pursue.

How that winter school sends out its lights far along the roadways of life, and how long will its memories linger through those coming years, carrying forward its own joyousness, even to the sear leaf age, like spring flowers which, in some favoured spot, linger on even till the snows of winter come again. *Michigan Journal of Education.*

FAMILY CONVERSATION.

Very much depends on the conversation of those with whom we habitually mingle. How many great men have received their first impetus on the road to fame from the elevating influence of the conversation of some gifted friend! How many individuals, occupying distinguished public positions, owe half their distinction to the fact of their being permitted to absorb and elaborate afterward, in their own fashion, the sentiments and ideas that circulate from mouth to mouth around them!

Reading and conversation should go hand in hand, the former lending to the latter piquancy and weight, the latter giving to the former the power of stamping itself indelibly on the mind. Plato knew this; and in the quiet groves of Academe gave the immortal example of the worth of well-directed conversation. The man who reads a book and does not speak of it is like the squirrel who busies himself during the autumn in collecting treasures of beech-nuts and acorns, and buries them carefully in the earth as a store against the hunger of winter, but, having a bad memory, forgets where to seek for them

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when the hour of want arrives, and leaves them to rot or vegetate, as chance ordains.

Conversation to be truly agreeable should be instructive; but to be instructive, it should be first made agreeable; nor should the topics be treated in a dry and repulsive manner. It is a duty that people owe to one another, to render their social intercourse productive of mutual benefit. This may be most readily and effectually accomplished by the adoption in the family circle, where friends are in the habit of meeting, of some regular plan which shall guide, without fettering, the conversation; and which, while it gives it an instructive tone, need not interfere with its discursiveness, or suitableness to all comprehensions. Nothing would be more simple, and nothing of more lasting usefulness to this and succeeding generations.

There are few families, in the present age of free public libraries, without the means of commanding a supply of valuable and well-written books. And it would not be very difficult for the elder members of every household to establish a rule, that every evening, or on certain evenings each week, when gathered round the fireside, some books, or discovery, or work of art, or historical event, should be calmly and regularly discussed by the entire circle. Such discussions should embrace a variety of subjects, including those of sufficient familiarity for all to engage freely in the conversation. Then every member, however inexperienced and unlearned, should be heard with attention; for as there is no flower, however humble, from which the bee will not extract honey, there is no mind so unlimited or unenlightened, from which we may not gather some fruit to be garned in our memories.

The topics introduced need not always be treated profoundly, for a continual gravity would put enjoyment out of the question, and make a circle of pedants; and a pedantic family is detestable. It was Pitt, I think, who said, "I would not give a fig for a man who was not able to talk nonsense!" And that great statesman knew very well what he was saying, for it requires a positive amount of genius to talk nonsense well. There need be no necessity, then, for the debates I am recommending to be always wrapped in intense gravity. A subject should now and then be started which would admit of being treated in a volatile manner. Should a family determine to improve and amuse themselves after this rational manner, instead of wasting their evenings in idle gossip, nothing would be easier than to vary the entertainment sufficiently to give it the charm of novelty.

I would earnestly advocate the fireside readings and debates. With young people the debates would be productive of the purest benefits. They would give them a habit of expressing themselves with propriety of diction; of arranging their thoughts and presenting them in the most forcible manner. They would impress on their memories every new fact that came under their notice, and the contents of every book whose merits formed the subject-matter of the discourses. They would teach them that patience and a governed temper are necessary to conduct any sort of discussion properly. And, finally, by bringing the minds of the various members of the family into constant intercourse with each other, by displaying the acquirements of some, and the deficiencies of others, it would lead to a wholesome emulation on the side of the uneducated to rise to a level with the more gifted. It would also afford the latter an opportunity of proving their kindness and good nature by assisting their fellow-labourers in their praiseworthy efforts with their advice and counsel; and thus by drawing the bonds of union closer, the whole family would be linked together in social ties that nothing could sever, because they would be spun from the heart, and strengthened by the intellect.—*The Student.*

"NEVER FORGET YOUR MOTHER."

The editor of the *Lawrence Courier*, who is a Worcester boy, referring to the death of the Hon. John Davis, remarks that he owes much to the personal suggestion and advice of the Ex-Governor, kindly and earnestly bestowed in earlier years, and adds:—

"The last counsel we received from him was characteristic of the man; it was on the deck of a vessel that lay with loosened sails and shortened cable that we, still in boyhood, just commencing years of wandering and hardship, received a parting grasp of his pure hand with these words—'*God bless you! Remember what I've said; and wherever you go,* NEVER FORGET YOUR MOTHER!' What better charm could be given a lad launching forth on 'life's deceitful tide,' than the chart and compass of his young head and heart must be his only protection from shipwreck?

"Many years have passed away, and that good man has finished the voyage of time; he has disappeared down the dark stream of death, and we doubt not has reached that celestial haven where storms of earth are never known, and has exchanged the anchor symbol which he ever carried at the prow during life, for a blissful realization.—*The Student.*

TRIFLES make perfection, but perfection itself is no trifle.—*Michael Angelo.*

MORAL INSTRUCTION IN SCHOOLS.

The following admirable remarks are from Bishop Hopkins' address before the Vermont Teachers' Association, delivered at Windsor, 22nd August. We copy from the *Vermont Chronicle* which publishes the address in full:—

I have said in the commencement of my lecture, that the *reading of the Scriptures* should be a regular part of the exercises of every school. I do not ask that the teacher shall make any direct comment on these Scriptures, nor even that he should open or close his school with any public act of prayer. But I do contend that the Bible, so read, shall be continually referred to, as *the standard of all moral action*, because nothing short of this can prevent the reading of it from becoming an idle form, and even an act of irreverence. For why should the Word of God be read, if it be not regarded? Or why should the divine law be recited, if it be not obeyed.

In the government of the schools, therefore, this principle should never be forgotten. The teacher must have rules of order, and he must punish their infraction in some way, both for the reformation of the offenders, and a caution to the rest. This he *may* do, I grant, as of his *own authority*, but if he should take occasion to tell his pupils that the order of the school is established not for his own ease, but for their improvement—that their parents sent them there for the express purpose that they should learn that it was the goodness of their Heavenly Father which gave them the opportunity of learning, for which they should be devoutly thankful, that the teacher was responsible to their parents, but much more to God, for making them perform their duty—that they were responsible to the same God for the right use of their advantages, because it was their duty to *learn* as much as it was his to *teach*—would not a few words of this sort kindly but seriously uttered, (as the occasion might serve,) be far more likely to secure obedience, besides the inestimable importance of resting that obedience on the right principle which should govern the whole future conduct of life?

Again, we will suppose that the Christian teacher sees two or three pupils of superior talents, struggling in the spirit of natural ambition, to be at the head of the class; that the successful one is puffed up with pride, that his competitors are distressed with envy, and a far larger number, being hopeless of reaching the same distinction, are idle and careless, making no effort at all. Would it not be a most valuable opportunity to give them a lesson on the dealings of Providence? Should he not tell them that God sees fit in His own wisdom to make a great difference in the natural powers of his creatures: that to some He gives far more capacity to learn than to others; but that it is a sin to be proud of our talents on the one hand, or to cast down by our dulness on the other, because we deserve no credit for what God has given us, and it is no reproach to us if others have a larger portion than ourselves, that all we have to do is to use our abilities with diligence and industry, in obedience to His will, that those who have the most talent will have a larger account to render, while those who have the least and do the best they can according to their means, will have the same reward, since it is not the possession of our powers, but the pains we take to use them rightly, which has the promise of final success, through the divine blessing. Surely such a lesson would be most likely to cure the pride of selfish ambition, to stimulate the

EDUCATION.—LOCKE, once on a time, being asked by a noble relation, how to get at the true secret of education remarked: "He that has found a way to keep a child's spirit, easy, active, and free, and yet at the same time to restrain him from many things he has a mind to, and *to draw him to things that are uneasy to him*—he, I say, who knows how to reconcile these seeming contradictions, has, in my opinion, got the true secret of education."—L.

"Education is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant."—EDWARD EVERETT.

LITERARY WOMEN.

The October number of the *Westminster Review* contains an elaborate and interesting article respecting the distinguished women of France. In no way can we better convey an idea of the tenor of the writer's thoughts, than by laying before our readers the following specimen:—

"Patriotic gallantry may perhaps contend that English women could, if they had liked, have written as well as their neighbours; but we will leave the consideration of that question to the reviewers of the literature that might have been. In the literature that actually is, we must turn to France for the highest examples of womanly achievement in almost every department. We confess ourselves unacquainted with the productions of those awful women of Italy, who held professional chairs and were great in civil and canon law; we have made no researches into the catacombs of female literature, but we think we may safely conclude that they would yield no rivals to that which is still unburied! and here, we suppose, the question of pre-eminence can

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SPEECHES OF THE CHANCELLOR AND VICE-CHANCELLOR AT THE RECENT CONVOCATION OF THE UNIVERSITY OF TORONTO.

The Chancellor rose amidst great applause, which lasted for some time. He said:—Mr. Vice Chancellor and Gentlemen of the Senate,—Ladies and Gentlemen,—It was my intention to have offered a few remarks on the statutes and regulations which have been passed for the government of this University; but you have been already detained so long, and I will add, so much more profitably, by the interesting ceremony in which we have been engaged, that I will not allow myself to make more than one or two observations. It may be thought that the Senate has been tardy in calling this Convocation, and there has been no douut considerable delay, but I venture to hope that the Senate is not justly chargeable with neglect. Many months elapsed before the government was enabled to keep the necessary arrangements for the constitution of the University; and after the Senate had been constituted, much time was lost in acquiring the information which was absolutely necessary to enable them to set about their task. Without going into details, I may be allowed to mention, perhaps that the statutes under which the convocation has this day assembled were not returned to me until the middle of September, so that we have not been enabled to give more than a few weeks' notice of the commence ment; and considering the shortness of that notice, the results are such, I think, as ought to gratiiy all who take an interest in the cause of education. I find that at the commencement of the Queen's University in Ireland, held during the last month, the whole number of degrees conferred in the Faculty of Arts was thirty, and they were drawn of course from the three colleges of Belfast, Cork, and Galway. Now when I state that we have this day conferred nineteen degrees, and that thirty-seven students have been admitted in the Faculty of Arts, five in the Faculty of Law, and one in the Faculty of Medicine, it might be admitted, I think, that the results are highly satisfactory, and argue well for the prosperity of this institution. But there is that objected to in this University, which, if true, must prevent it ever producing those beneficial results to which we look forward with so much hope. It is said that this is an unchristian, or perhaps I should say, an antichristian institution, unworthy the support of Christian men in a Christian country. That is a charge which well deserves the attentive consideration of all, but especially of those upon whom the administration of the affairs of this institution have been devolved, and it becomes us, therefore, to consider deliberately the foundation upon which it rests. It is quite true that the Faculty of Divinity in this University has been abolished; but that was a matter of necessity and not of choice. (Applause.) Had there existed in this Province an Established [illegible] party and the young people have triumphed, and the teacher, just from the normal school, has been hired. Some old men shake their heads and talk doubtfully of new notions and high wages, but the older class of scholars express their joy that, at length they are to have a skilful and accomplished teacher, and all discontent soon disappears in their enthusiastic discussions of their purposes and plans for a hitherto unheard of diligence and success in study. The dust is brushed from the old books and the pages are carefully scanned for some familiar mark or passage which may indicate the last step of the last winter's progress. New studies to be taken up are discussed, and old ones are proposed for review, till, finally the whole question is deferred for the "master's" advice.

At length the day and the master arrive; the scholars assemble, the preliminaries are settled and the winter school is begun. The temporary feeling of strangeness and distrust between the "master" and his scholars speedily gives way to a sentiment of mutual interest and regard, and they bend themselves steadily down to their respective tasks as teacher and taught.

Ah! how busy and blessed a scene is that winter school! What a band of earnest thinkers is there, groping amidst the elements, or wrestling manfully with the higher problems of scientific truth! How the conflict of mind goes on as the spellers take their places, or the parsers bend over the contorted phraseology of Milton or Pollock or Pope, or as the young algebraists chalk their equations upon the black board. The intellectual strength and skill acquired here will by and by grapple, with a triumphant might and success, with the great practical problems of life, when the master and scholars shall have passed away, and others shall have taken their places in the ever-changing drama of human life.

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takeable clearness that it is to the cultivation of his moral and intellectual faculties that man owes all his goddlike pre-eminence. (Applause.) And when these faculties are suffered to lie dormant, when the human mind becomes stunted, then nations, like individuals, sink by the inevitable law of our nature to the level of the beasts that perish. If it be an object then to lay the foundation of true national greatness—if we desire to achieve for ourselves a position among the nations of the earth, like that of the glorious empire to which we belong—if we hope to stand out even as she now stands out, pre-eminent not only in power, but in the grandeur of her intellectual being, we must imitate the example and walk in the footsteps of our forefathers. (Great Applause.) We must elevate the national mind by the careful cultivation of our moral and intellectual faculties. We must cherish the arts by which habits are reformed and manners embellished. We must implant the love of truth, of beauty and renown in the hearts of our people. This is the noble object to which this University aspires, for the accomplishment of which she esteems every sacrifice small. Failing to accomplish this, she feels that all is lost. But if she is enabled to fulfil what she must believe to be her destiny, she feels that she will have laid the foundation of true national greatness, and she indulges the confident hope that we may one day point to our long line of heroes and statesmen, of philosophers and poets, only less glorious than that which adorns the annals of our native land. (Great Appause.)

The Rev. Dr. McCaul, Vice-Chancellor, said that the gratifying duty devolved on him of presenting the certificates of honor, whereby the University attests its opinion of the proficiency of its students in the different departments, to which they have devoted special attention. Such certificates, in themselves of no value, derive all their worth from the circumstances under which they are presented and received. Their value consists in this, that they are the records of the success which has attended you in the prosecution of your studies. And when I speak of success, I do not merely mean the success in competition—the success of one candidate over another, although I should be sorry to be believed to be amongst those who think that such competition is injurious. (Applause.) I believe that beneficial results arise from this competition, nor has the Almighty implanted in man a desire for distinction without wise and good objects, in order that it may be the means of producing benefit both to man himself and to his fellow-beings (Applause.) But it is in a far higher sense that I speak of success. I speak of that success which I doubt not some of you have had—of that triumph which some of you have achieved over the allurements of pleasure, over the blandishments of indolence, over the temptations of vice; of that success over straitened circumstances which may have impeded some of you in your course; that success which has attended some of you in the hard struggle to overcome those difficulties which poverty may have thrown in your way. (Applause.) Such success I deem to be the development of that spirit of resolute determination, of patient self-denial and of steady perseverance, which produced the *mascula proles* of the olden time—which has supplied the parent state with so many illustrious men, whose names add lustre to the bright pages of British glory, and which, I doubt not, if carried out here, will yet grace the annals of this fair land of our adoption with a long and noble list of her own worthies. Such a spirit realizes the conception of the Satirist, for it would prefer the labors of a Hercules to the sumptuous banquets and voluuptuous ease of a Sardanapulus. Such success is not generally regarded with that high honour I wish to attach to it, and yet I am sure that such triumphs over difficulties and impediments are the genuine proofs of true greatness. They are as far superior to physical triumphs as the spiritual nature of man is superior to his corporeal. They have not, it must be owned, the concomitants which excite the attention and the admiration of the crowd —they have not the pomp and circumstance of glorious war—they are unaccompanied by the pealing trumpet, the booming gun or the flashing banner, and yet I hesitate not to say that such triumphs over moral difficulties and impediments—such successes over the enemies of our spiritual welfare—the foes to our mental improvement, are equal, if not superior to anything ever eulogized in the noblest strains of poesy, or celebrated in the most glowing language of historic prose. While we all exult with patriotic joy—and such exultations will, I am sure, be participated in by every one in this assembly—in the glorious achievements of our countrymen in the sanguinary conflict on the heights of Alma (great applause), permit me to give, to-day, the due merit of praise to those who have won a bloodless triumph over as fierce enemies of progress, over as stern foes of improvement—the assaults of bad propensities, the attacks of evil passions, the pressure of straightened circumstances—and have won the victory, not at *Alma*, but at *Alma Mater*. (Great Applause.)

Miscellaneous.

(*From the London Times.*)

THE ALMA RIVER.

Though till now ungraced in story, scant although thy waters be,
Alma, roll those waters proudly, roll them proudly to the sea!
Yesterday unnamed, unhonoured, but to wandering Tartar known,
Now thou art a voice forever, to the world's four corners blown.
In two nations' annals written, thou art now a deathless name,
And a star forever shining in their firmament of fame.

Many a great and ancient river, crowned with city, tower, and shrine,
Little streamlet, knows no magic, has no potency like thine;
Cannot shed the light thou sheddest around many a living head,
Cannot lend the light thou lendest to the memories of the dead;
Yea, nor, all unsoothed their sorrow, who can, proudly mourning, say,—
When the first strong burst of anguish shall have wept itself away—
"He hath pass'd from us, the loved one; but he sleeps with them that died
"By the Alma, at the winning of that terrible hill-side."

Yes, and in the days far onward, when we all are cold as those
Who beneath thy vines and willows on their hero-beds repose,
Thou, on England's banners blazoned with the famous fields of old,
Shalt, where other fields are winning, wave above the brave and bold;
And our sons unborn shall nerve them for some great deed to be done
By that twentieth of September, when Alma's heights were won.
Oh! thou river, dear forever to the gallant, to the free,
Alma, roll thy waters proudly, roll them proudly to the sea!

R. C. T.

IN ALMAM FLUVIUM

VICTORIA CRUENTA A. D. XII. CAL. OCTOB. A. S CIOCCCLIV. NOBILITATUM.

Mater es, Alma, necis; partæ sed sanguine nostro,
Pacis tu nutrix, Almaque Mater eris.

Education.—Locke, once on a time, being asked by a school teacher, how to get at the true secret of education remarked: "He that has found a way to keep a child's spirit, easy, active, and free, and yet at the same time to restrain him from many things he has a mind to, and *to draw him to things that are uneasy to him*—he, I say, who knows how to reconcile these seeming contradictions, has, in my opinion, got the true secret of education."—L.

"Education is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant."—Edward Everett.

LITERARY WOMEN.

The October number of the *Westminster Review* contains an elaborate and interesting article respecting the distinguished women of France. In no way can we better convey an idea of the tenor of the writer's thoughts, than by laying before our readers the following specimen:—

"Patriotic gallantry may perhaps contend that English women could, if they had liked, have written as well as their neighbours; but we will leave the consideration of that question to the reviewers of the literature that might have been. In the literature that actually is, we must turn to France for the highest examples of womanly achievement in almost every department. We confess ourselves unacquainted with the productions of those awful women of Italy, who held professional chairs and were great in civil and canon law; we have made no researches into the catacombs of female literature, but we think we may safely conclude that they would yield no rivals to that which is still unburied! and here, we suppose, the question of pre-eminence can

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only lie between England and France. And to this day, Madame de Sevigne remains the single instance of a woman who is supreme in a class of literature which has engaged the ambition of men; Madame Dacier still reigns the queen of blue stockings, though women have long studied Greek without shame; Madame de Stael's name still rises first to the lips when we are asked to mention a woman of great intellectual power; Madame Roland is still the unrivalled type of the sagacious and sternly heroic, yet loveable women; George Sand is the unapproached artist who, to Jean Jacques' eloquence and deep sense of external nature, unites the clear delineation of character and the tragic depth of passion, These great names, which mark different epochs, soar like tall pines amidst a forest of less conspicuous but not less fascinating, female writers; and beneath these again, are spread, like a thicket of hawthorns, eglantines, and honeysuckles, the women who are known rather by what they stimulated men to write, than by what they wrote themselves—the women whose tact, wit and personal radiance, created the atmosphere of the *Salon*, where literature, philosophy, and science, emancipated from the trammels of pedantry and technicality, entered on a brighter stage of existence."

PROBABLE EFFECT OF THE ANGLO-FRENCH ALLIANCE ON THE ENGLISH LANGUAGE.

The subject of the probable effect of the present happy alliance of the two most civilized nations of the world on the language of those nations is one deserving the consideration of every lover of literature, as well as the etymologist. Among many other effects of this alliance this is not the least noteworthy. To the English student it is more particularly worthy of study, for it is a well known fact that the English tongue is more susceptible of change and of receiving impressions than any other language. This is, and always has been, one of the characteristics of our language.

The foundation of the English tongue is very slight, while the superstructure is composed of parts from almost every known language—Latin, Greek, French, Danish, Norman French, Italian, German, Spanish, and even contributions from the language of Asia, Africa, and America, make up what is called English. The daily intercourse between the two peoples in the tent, in the field, at the bivouac fire, on the march, "shoulder to shoulder," the meetings between English and French seamen, each assisting the other, and *parleyvooing* as fast as possible—all this must perforce cause a strong influx of words and terms from our ally, which eventually will become so incorporated with our own language as to form another permanent addition to its value and expressiveness. One strong reason for believing that the words thus imported will obtain a permanent standing in our language is, that the importation will be the work of the peer and the peasant, the general and the private.

Many foreign terms, in extensive use by the upper classes, are never heard among the lower, and *vice versa*. But now the case is altered. Mark many, aye most of the "letters from the seat of war," even those written by "a private" or a "non-commissioned officer," and we shall find French words used in a manner and to an extent to warrant that which I have already asserted, viz., that the present Anglo-French alliance will effect an extensive addition to the number of words in the English language.—*Correspondent of Carnarvon Herald.*

THE THEORY OF DURATION.

From the Rev. Dr. Wayland's "*Elements of Intellectual Philosophy*"—a volume originally written by President Wayland, to be delivered as lectures from the chair of moral and intellectual philosophy which he occupies in Brown University. The work is now, perhaps, better adapted than any other book we can mention for instruction in the elements of the noble science of which it treats. The amount of learning and the fruits of severe thought condensed in the lucid yet compact pages of this work are unsurpassed. Dr. Wayland's writings, are equally admirable for their sentiments and style. Read for example the following clearly defined theory of

DURATION.

"The first measure of duration seems naturally to be the succession of our own thoughts. A portion of duration seems long or short, in retrospect, according to the number of events to which we have attended, and the tone of mind or the degree of earnestness with which we have observed them. But it is obvious that these elements vary greatly with the same individual at different times, and with different individuals at the same time. We therefore seek for some definite portion of duration as the unit by which we may measure with accuracy any other limited portion. Such natural limit is found in the revolution of the heavenly bodies; and hence we come to measure duration by days, and months, and years, or by some definite portion of these units. Duration measured in this manner we call time. If I do not mistake, we mean by time that portion of duration which commences with the creation of our race, and which will terminate when 'the earth and all things therein shall be dissolved.'

"But let us take a year, and add to it by unity: we soon arrive at a century. Taking this as our unit, we add again, until we arrive at the era of creation. We go backward still, until we find ourselves, in imagination, at the commencement of a sidereal system. Duration is still unexhausted; it is yet an unfathomable abyss. We conceive of ages upon ages, each as interminable as the past duration of the material universe and cast them into the mighty void; they sink in darkness, and the chasm is still unfathomable. We go forward again, add century to century without finding any limit. We pass on till the present system is dissolved, and duration is still immeasurable. We add together the past and the future term of the existence of the universe, and multiply it by millions of millions, and we have approached no nearer than at first to the limits of duration. We are conscious that it sustains no relations either to measure or limit. It is beyond all computation by the addition of the finite. It is thus, from the contemplation of duration, that the idea of the infinite arises in a human intellect from the necessity of its nature.

"This idea of the infinite, to which the mind so necessarily tends, and which it derives from so many conceptions, is one of the most remarkable of any of which we are cognizant. It belongs to the human intelligence, for it arises within us unbidden on various ocasions, and we cannot escape it. Yet it is cognized by none of the powers either of perception or consciousness; it is occasioned by them; yet it differs from them as widely as the human mind can conceive. The knowledge derived from these sources is by necessity limited and finite. It has no qualities, yet we all have a necessary knowledge of what it means. Is there not in this idea some dim forshadowing of the relation which we, as finite beings, sustain to the Infinnite One, and of those conceptions which burst upon us in that unchanging state to which we are all so rapidly tending?"

THE POPULATION OF IRELAND.

A return has been issued from the census office in Dublin, showing the population of Ireland from the year 1805, to 1853, both inclusive, as far as the same could be ascertained from various sources. The result is thus set forth:—

Year.	Population.	Year.	Population.
1805	5,395,456	1829	7,563,898
1806	5,460,447	1830	7,664,974
1807	5,526,224	1831	7,767,401
1808	5,592,792	1832	7,807,241
1809	5,660,162	1833	7,847,285
1810	5,728,344	1834	7,887,534
1811	5,797,347	1835	7,927,989
1812	5,867,181	1836	7,968,655
1813	5,937,856	1837	8,009,527
1814	6,039,544	1838	8,050,609
1815	6,142,972	1839	8,091,902
1816	6,246,174	1840	8,133,408
1817	6,255,177	1841	8,175,124
1818	6,464,014	1842	8,217,055
1819	6,574,713	1843	8,259,210
1820	6,687,306	1844	8,301,563
1821	6,801,827	1845	8,344,142
1822	6,892,719	1846	8,386,940
1823	6,984,826	1847	—
1824	7,078,164	1848	—
1825	7,172,748	1849	—
1826	7,268,598	1850	—
1827	7,365,729	1851	6,551,970
1828	7,464,156		

NOTE.—The number of persons returned for 1805 is the result of a computation made in that year by Major Newenham, based upon the results furnished by the collectors of hearth money. The population for 1813 is partly the result of an enumeration and partly of computation, no returns having been made in the following places—viz., the cities of Limerick and Kilkenny, and the Counties of Meath, Westmeath, Wexford, Cavan, Donegal, and Sligo. The population for 1821, 1831, 1841, and 1851, is taken from the census returns made in those years under specific acts of Parliament.

The population as shown in this return for the intermediate years has been computed from the increase which took place between the periods from 1805 to 1813, from 1813 to 1821, from 1821 to 1831, from 1831 to 1841, and at the same rate from 1841 to 1846. In 1847 and the succeeding years, a considerable decrease is known to have taken place, but the annual account is not known.

POPULATION OF MEXICO.

According to the latest census of the population of the Republic of Mexico, which we find published in the last Mexican papers, the entire number of inhabitants is 7,858,395, to wit:—

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States.	Population.	States.	Population.
Aguascallentes	81,727	San Luis Potosi	394,592
Coahuila	66,228	Sinoloa	169,000
Chipias	161,914	Sonora	147,133
Chihuahua	147,600	Tobasco	63,580
Durango	137,593	Tamaulipas	100,064
Guanajuatto	718,775	Vera Cruz	274,686
Guerrero	270,000	Yucatan	668,623
Jalisco	774,561	Zacatecas	305,551
Mexico	1,091,875	Distrito	200,000
Michoacan	491,679	Baja Californie	12,000
Neuvo Leon	148,661	Colima	61,243
Oajaca	489,963	Tehuantepec	82,395
Puebla	683,725	Tlascala	80,171
Queretaro	132,124	Isla de Carmen	12,325
		Total	7,853,395

There are 83 cities and towns; 193 large villages; 4,709 villages; 119 communities and missions: 175 bacienadss or estates; 6,092 farms and hamlets.—*N. Y. Commercial Advertizer.*

PRINCIPAL TOWNS IN THE CRIMEA.

The principal towns in the Crimea, the present seat of active war in the East, are as fol.ows:—

	Inhabitants.
Sebastopol	41,135
Baktchi Serai	12,391
Simpheropol	12,104
Eupatoria	9,820
Kertsch	8,228
Theodosia	4,709
Stara Krim	1,176
Balaklava	461
Yaita	371

The roads practicable for artillery in the Crimea are:—

1. From Simpheropol to Sabastopol, along the northern declivity of the Taurian chain; its length is thirty-six miles.
2. From Simpheropol to Yalta, across the Taurian chain, at the base of the Tchatir Dag; its length is forty-six miles.
3. From Yalta to Balaklava, along the South coast.
4. From Balaklava to Sebastopol, around the Western termination of the Taurian chain; its length is nine miles.
5. From Simpheropol to Eupatoria.
6. From Simpheropol to Perecop.

Bakchi Serai is half-way from Sabastopol to Simpheropol; the road between the two places skirts the base of the Taurian chain.

TABLE OF DISTANCES AND OF POPULATION.

The following interesting statistics are taken from a proof sheet of a volume, prepared under the direction of the American Census bureau, showing the distance between some of the leading points of the United States by the nearest post roads. That a better judgment may be formed of the extent of the country, they are compared with nearly equi-distant foreign cities:—

American Cities.	Distances in Miles.
Pittsburgh to Boston	616
New York to Mobile	1,470
Philadelphia to Pensacola	1,448
Boston to Nashville	1,590
Albany to Richmond	506
New York to Charleston	790
New York to Cleveland, (Ohio)	671
Boston to Galveston, (Texas)	2,256
New York to Astoria, (land route)	3,523
New York to Astoria, (via Cape Horn)	17,500
New York to Astoria, (via Panama)	6,260
New York to San Diego, Cal. (land route)	3,732
Charleston to Hartford	900
New York to New Orleans	1,640
Falls of St. Anthony to mouths of Mississippi River	2,200
Sources of Mississippi to mouths of Mississippi	2,986
Pittsburgh to New Orleans, (via river)	2,175
Nearly equivalent American and Foreign Cities:	
Paris to Vienna	625
Paris to St Petersburg	1,510
St. Petersburg to Constantinople	1,450
London to Constantinople, (land route)	1,490
Paris to Berlin	540
London to Vienna	760
Paris to Rome	700
Stockholm, (Sweden) to Madrid*	2,160
London to Ispahan, (Persia)*	3,587
Liverpool to Canton, (via Cape of Good Hope)	18,000
London to Delhi, (Hindostan)*	5,837
New York to Bremen, (across Atlantic)	3,800
London to Rome	9,100
London to Constantinople, (by land)*	1,4900
Stockholm, (Sweden) to Tunis, (Africa)*	2,200
St. Petersburg to Thebes (Egypt)*	2,800
St. Petersburg to Madrid*	2,100

*Estimated.

The citizen of the United States arriving at New Orleans from New York has passed over a distance more than equal to that separating London from Constantinople, or Paris from St. Petersburg. If he has taken the land route to Astoria his travel will be nearly as great as from New York to Bremen; if the water route, he will have made a voyage nearly equal to one from London to Canton.

The density of population is shown in the following table. Belgium and England are thus represented as the most populous countries in Europe.

Table *exhibiting the Population and Number of Inhabitants to the Square Mile, in various American and European Countries.*

Countries.	Population.	Density.	Countries.	Population.	Density.
United States	23,191,876	7.90	Prussia	16,331,187	151,32
Canada	1,842,265	6.81	Spain	14,216,219	78.03
Mexico	7,661,919	7.37	Turkey in Europe.	15,500,000	73.60
Cen. America	2,049,950	10.07	Sweden and Norway	4,645,007	15.83
Brasil	6,065,000	2 19	Belgium	4,426,202	388,60
Peru	2,106,492	3.03	Portugal	3,473,758	95,14
Russia in Europe	60,315,350	28,44	Holland	3,267,638	259,31
Austria	36,514,466	141,88	Denmark	2,296,897	161,98
France	35,783,170	173.74	Switzerland	2,392,740	160,05
England	16,921,888	332,00	Greece	998,266	55,70
Great Britain and Ireland	27,475,271	225.19			

—*N. Y. Commercial Advertizer.*

YORK MINSTER.

On the very spot where the present Minster now stands, a cathedral was erected by one of the Saxon kings, in A. D. 627. In 1187, the present building was erected, and parts yet remain as they were then, especially the stained-glass windows and some screen before the choir.

Of the exquisite and softened beauty of this glass, I can give you no idea; there are no great patches of glaring colors, as with us, but such a mingling and harmony of shades, that at first you have no idea of any color, but only that the light is subdued and mellowed, and that your eyes are pleased by something you know not what. Upon a closer examination you find that each vast window is composed of millions of little pieces, some not larger than your finger, and none exceeding the size of your hand. All the glazing is done on the outside, and is not perceptible, even there, until you look very closely, as it is done with a kind of black putty that approaches nearly to the color of the glass.

They show you at one end of the church five windows, called the five sisters, from the patterns having been first embroidered in wool by five sisters, then painted from the embroidery, and then put in, in glass. This was done in the beginning of the 13th century, and still it remains. Another window at the east end of the church is said to be the largest and finest in all Europe, and is so immense that our church would pass through it, with steeple and all; and yet it seems small, so much grander are the proportions of the cathedral. The compartments are filled with scenes from Scripture history, and nearly all is represented in it.

The stone screen or partition dividing the choir from the nave or peoples' division, is most wonderful; 200 years' work were spent upon it; nor do you wonder at it, when you see the myriads of minute faces, angels' musical instruments and Gothic points and arches that are sculptured there most delicately in the hard stone.

In niches in this stone partition are statues of fifteen Kings, from William the Conqueror, to Henry VI. Even upon their robes the delicate chiselling is wonderful—every little embroidered flower is faithfully copied, and you are lost in wonder and admiration of the patient endurance of toil that has produced this most curious screen. In the interior of the choir (about the centre of the cathedral, and which is now used as a chapel for morning and evening prayers) may be seen the same carving as on the exterior, only that it is of oak without polish or oil.

Into this we went at 4 o'clock, after two hour's patient wandering over the church, trying to comprehend its size. When the organ burst forth into a voluntary, and the sweet soft voices of the children chimed in with it, and the whole harmonious sound went floating and filling the arches and aisles, I was overpowered and subdued, so that the tears filled my eyes again and again. I never felt before the insignificence of a human being as I did, excepting at Niagara. Something of the same yearning filled my soul in listening to the voice of the mighty waterfall, as impelled me now to join, with all my being, in the solemnly sweet chanting. I wanted to fall upon my knees and weep, unnoticed and undisturbed, for hours.

One little boy near me had a voice that was so full and deep, yet so soft and flute-like, that it reminded me of a bird singing its morning hymn of praise, or of an angel before the throne. I could only think of Heaven and felt that I was indeed in the presence of my God. I was under the very shadow of his throne, and listening to the rapturous

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chanting of the heavenly host, and with closed eyes I sat breathless, lest some glimpses of the unearthly glory should burst upon my unhallowed sight. No language can describe my deep emotion. You must see and feel it for yourself to know how strange and awful it is. I could not speak when all was over, and quietly stepped out to a corner, that I might indulge in the tears that were overflowing my eyes. It did not seem to me that this was the workmanship of mortals like myself, but that it must have come, as it was, fresh from the hands of the Creator, just as our Niagara did. We look like children walking about, and those but a few paces, apparently, from us were but motes in the grand pile.—*From the letter of an American Lady in Europe.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

An Educational Convention was recently held in Montreal, at the instance of the *Canadian Institute*, to discuss the best means to be adopted to forward Education in Lower Canada; few persons attended and the convention was adjourned for some days....A meeting of the teachers in the County of Northumberland, was held at Cobourg, on the 28th ult. The following addresses were delivered: Mental Arithmetic by Mr. E. Scarlett; a general address by the Chairman, the Rev. S. Tapscott; the natural Sciences in Schools, by Mr. Brown; the Teacher, by the Rev. W. Ormiston, B.A.; Mental Culture, by Mr. Boate; addresses were also delivered by the Rev. Mr. Blackstock and others, and the meeting adjourned, to meet again at Port Hope, on the first Friday in April....The London British and Foreign School Society, has, under the supervision of the Rev. Mr. Dillon, and with the sanction of the Bishop of the Diocese, opened a Training Model School at London, U. C., Mr. Ballantyne is the master employed. The movement is designed to aid in promoting the education of the fugitive slaves and coloured population....The Hastings Chronicle of a late date states, that, "It is now but four months since the corner stone of the Belleville Seminary was laid, since which time no effort has been wanting to push forward the work; in fact so rapid has been its progress it is now more than half finished, and the people of hastings may well be proud of it. It is a magnificent building, and when completed, will afford facilities for educating the youth and not only the immediate town and county, but from different parts of the Province. It is admirably situated on a rise of ground commanding a beautiful view of the surrounding country, at a distance about half a mile from the bustle and din of the town, and will be commodious in every point of view; and should the services of a worthy principal be secured, no town in Canada can afford better inducements to the student than Belleville. The body of the building has over 100 rooms, some 30 or 40 of which, are for boys and as many for girls.—Immediately between these apartments is a large room for a chapel, size 48 by 42 feet; besides there are 5 class-rooms for males, including the laboratory, 3 class-rooms for females, a drawing-room or parlour, a music-room and Teacher's room. The front elevation of the building is 130 feet, depth 92 feet, height from the ground to the top of the cupola 82 feet, and is supported by 12 iron columns and two brick walls from the foundation to the roof, which rests upon them. There are three flights of stairs, two in the main body of the building and one in the Principal's apartment. There are over 100 inside doors and 150 windows, and at the rear elevation there is to be a verandah of some 180 feet in length."

SCHOOL ATTENDANCE IN THE CITY OF TORONTO.—Extract from the report of Mr. Barber, the Local Superintendent, to the Board of School Trustees, 1st Nov. 1854.

"Referring to my previous reports, it will be found, that although the attendance of the city schools, thus far, since the vacation, has been on the whole satisfactory, the number of pupils now benefitting by the advantages secured to our youth of both sexes (by the excellent educational opportunities provided for them at the public expense) is not equal to what was returned for the first six months of the year, which exhibited an average of 1540, the greatest attendance having been in June, viz. 1,563, and the smallest in January, viz. 1,434.

I find that upon examination of the school registers, that while the average *actual attendance* for October has been 1,462 the mean of 1,440 and 1,464 as before stated) the number of pupils *enrolled as attending school*, has been 2,050, being 578 more than the actual attendance for the latter half of the month; and therefore proving that more than 25 per cent, or one fourth of the children entered as pupils on the school books, may be considered as habitually irregular in their attendance—and this aggregate evidence of the caprice, or apathy, manifested by the parents of the children, is further marked by the fact, that, in one of the city schools where the greatest attendance on one day in October 18th, registered at 107, the smallest was no more than 53, or not quite one half!

To some extent this very marked, and I may be pardoned for adding, very discouraging feature, in the city schools which are all free, is attributable to the pressure of the times, which has compelled many parents to employ their children at home in assisting to maintain the family, but, be this as it may, it is clear to me, that an improved attendance must be obtained, otherwise the advantages proposed to be gained by means of Free Schools cannot be fairly said to be realized.

Considering a numerous and regular attendance of scholars as the key stone of successful popular education, and looking upon the question of numbers not only as regards the present large outlay for the maintenance of our schools, but also prospectively as regards the new and handsome school buildings now nearly completed, for the further benefit of the school population of this city, I take the liberty of offering the following suggestions on the important subject viz:—

1st.—That in accordance with the provisions of the 5th section of the 24th clause of the Upper Canada School Act of 1850, each ward, or say such wards as have a large population, should be divided into two sections, and a committee of not less than three persons (who take an interest in school matters) appointed to each section, expressly to see that all the children of school age, within their respective sections, attend school,—to use their influence in prevailing upon parents and guardians to send their children or wards regularly to school: and further, to do all in their power to assist the Local Trustees in realizing to the fullest extent the great moral and social benefits to be derived from our common schools.

2nd.—That as the teachers of the city schools have at present no school duties to attend to on Saturday, they be required to devote a portion of that day in visiting the abodes of those children who are either irregular in attendance, or not supplied with the necessary school books for the purpose of effecting, by their influence and persuasion, an improvement in these defects, at the same time communicating frequently with the Local Trustees and Committee upon these subjects.

Were these or some similar regulations established, I am of opinion that a decided improvement would be apparent in the numbers attending the city schools. It certainly may appear anomalous that parents should require any inducements, beyond their own sense of duty, to send their children to our schools where a good practical education can be obtained for no other cost than the few books necessary for study; but still, experience has shown that a remarkable indifference in regard to education does prevail, among even that class of our citizens to whom the advantages of a common school system ought to be most apparent, and most anxiously availed of.

In furtherance of the object to which my remarks point, namely, a greater increase in the number of pupils profiting by our public schools, it is my intention, at an early period, to address myself, by way of public lecture, to the parents and others, resident in the several wards of the city, especially on this all important subject of school attendance, so as to stimulate a more lively feeling, as well towards the best interests of their offspring, as towards their onward prosperity of our free school system."

CONVOCATION OF THE UNIVERSITY OF TORONTO.

A Convocation of the University of Toronto, was held on Friday afternoon the 24th instant, in the University Hall, the Hon. W. H. Blake, Chancellor, of the University presiding. There was a large concourse of ladies and gentlemen present, to witness the interesting proceedings. Shortly after two o'clock the Chancelor, the Senate, and the various professors, followed by the students, entered the Hall and took the places appointed for them respectively. The Chancellor dressed in a chastely ornamented handsome purple robe, was seated on a *dais* at the upper end of the hall, supported on each side by the mace bearers. The proceedings commenced by the following gentlemen being admitted to degrees.

To the Degrees of M. A.—Light (R. N.,) Clark (A. M.,) Morris (J. H.)

To the Degrees of B. C. L.—Boyd (J.) M. A.

To the Degrees of B A.—Brown (J.,) Marling (S. A.,) Bayley (R.,) Oille (L. S.,) Blake (D. E.,) Wells (R. M.,) Jones (C.,) McKeown (J.,) Boulton (J. F.,) Thom (J.,) Trew (N. M.,) Macgregor (C. J.,) Cromble (E.,) English (C.)

The degrees having been conferred, the several successful candidates came forward to receive their certificates of honour.

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The prizes were accompanied with suitable remarks by the respective gentlemen who presented them. Professor Wilson, in presenting the prize to Mr. Ross, who had distinguished himself in history, English language, and literature, said that he was the solitary representative of that race to which this wide continent belonged ere it came into the hands of its present possessors. [Great applause.] He had distinguished himself in a very high degree, and was one of the most promising students of the University.

The speeches delivered on the occasion by the Chancellor and Presidents, will be found on page 194.

CONVOCATION OF TRINITY COLLEGE UNIVERSITY.

The Convocation of this University was held on the 18th ult., and was presided over by the Chancellor, Sir John Beverly Robinson, Baronet, Chief Justice of Upper Canada. On either side of the Chancellor were seated the Bishop of the Diocese, and the Provost of the College. The Professors and the College Council were also present; together with a number of ladies and other spectators. The Students who chiefly distinguished themselves were, Messrs. S. Vankoughnet, W. Cooper, J. Langtry, R. Saunders, J. Broughall, Higginson, and the Rev. Messrs. Leech and Smith.

The following degrees were conferred:—

Bachelor of Arts.—Vankoughnet, (S.); Cooper, (W. E.); Thompson, (C. E.); Langtry, (J.); Beaven, (E. W.); Rykert, (A. E.); Belt, (W).

B. A. ad Eundem.—Evans, (G. M).

Bachelor of Medicine.—Salmon, (J.); Gilmor, (W. E).

Master of Arts.—Preston, (J. A.); Evans, (G. M).

Fourteen Students were also matriculated.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The new Training College at Exeter, erected on the old Bath Road, about a quarter of a mile from the city of Exeter, was opened with great ceremony. In the morning, full choral service was performed in the Cathedral, the sermon being preached by the Bishop of Exeter. Immediately afterward, a procession headed by the lord lieutenant, the bishop, and the sheriff, and accompanied by the band of the 15th Hussars, moved through the town to the new building, which was then formally opened, the bishop delivering a suitable address....The building of the Magee College, at Derry, is now in a fair way of being commenced, under the superintendence of Mr. Gribbon, of Dublin. It is to be of the Gothic style of architecture, and will occupy an elevated position on the ground above the Strand, near Mr. Gilliland's mill. The site is admirably chosen, and commands one of the most beautiful views in the neighbourhood....The *Christian Times* gives the following as the result of the recent election of the Oxford University Hebdomadal Council, or governing body: seven "high Church Conservatives," four "Puseyite Conservatives," three "broad Church Conservatives," three "broad Church Liberals," and one "Liberal Conservative:" total eighteen. They are considered fairly to represent the present state of feeling at Oxford ....At the suggestion of the Society of Arts, the lords of Her Majesty's treasury "have decided that it will be desirable" to establish a permanent educational museum. The nucleus of such a museum has been already contributed by a large proportion of the exhibitors at the recent educational exhibition at St. Martin's Hall....A school of industrial art has been commenced at Calcutta, on the same general principle as that on which those at home are conducted. A committee has been appointed by the Bombay government with a view of bringing into existence a somewhat similar establishment at Bombay. Sir Jamsetjee Jejeebhoy has undertaken to pay the interest of £10,000 or £500 a year, to support a portion of the pupils attending it; Government constructs the buildings, and meets all the charges of maintenance....Subscriptions have been collected in N. S. Wales, for the purpose of establishing a Wesleyan College at Sydney, in connection with the Sydney University.

OAHU COLLEGE, SANDWICH ISLANDS.—We learn from the Friend, that the Punahou School, situated two or three miles to the south-east of Honolulu, has been converted into a college, called the Oahu College.

"The site of the institution is most admirable; probably none better in the group. The Hawaiian government has liberally granted valuable lands, surrounding the present buildings. The American Board of Foreign Missions has already expended from $20,000 to $30,000 in the erection of buildings, and at present is responsible for the salaries of both President and Professor. The present wants and future prospects of the foreign community in the Islands, clearly indicate that a well endowed college must be established and maintained, if our children and youth are educated in the higher branches, and fitted for professional life."

Mr. E. G. Beckerith, who has for several years been the principal of the Royal School at Honolulu, has been appointed President, and Rev. Mr. Dole, the principal of the Punahou school, professor of languages. A preparatory department is to be organized in connection with the college, not designed exclusively, however, for those who intend to take a collegiate course, but open to all who can sustain the requisite examination.

The laws of the institution are intended to accomplish the following objects:—

1. To enable a student to pursue any single course which may be thought to be for his advantage.

2. To enable a student to pursue, for a single term, a single year, or any greater length of time, such studies as his parent or guardian, in consultation with the faculty, may believe to be for his advantage.

3. To allow students who are candidates for degrees, to pursue the studies necessary for a degree, in a longer or shorter time, as their circumstances or ability will permit; the faculty, however, having the right so to direct the studies as to prevent idleness or superficial haste.

Three degrees will be conferred in the collegiate department—Master of Arts, Bachelor of Arts, and Bachelor of Philosophy. Aspirants to the first degree must take a full course of academic study, requiring four or five years. Candidates for the degree of A. B. pursue nearly the same studies as the A. M.'s with the exception of one of the ancient languages, which is omitted, and can complete their course in three or four years. The B. P.'s may omit all the ancient languages, but are requested to study one of the modern tongues. The first term commenced on the 13th of the present month. The trustees of the college are, E. W. Clark; S. N. Castle; S. C. Damon; L. Smith and R. Armstrong.

UNITED STATES.

50,000 *children not attending school in the City of New York;—Remedy:*

Mr. S. S. Randall, the city superintendent of common schools states that: "From the census of 1850, it appears that the whole number of children between the ages of five and twenty then residing in the city was 150,765, and the whole number attending schools of every description during the preceding year, as returned by the families to which they belonged, 76,065, leaving a balance of 74,080 not in attendance upon any school. Assuming the ratio of increase in this portion of the population during the five years succeeding the census referred to, to be 25 per cent. only, we shall have in 1855 an aggregate of about 190,000 children, of a suitable age to attend school. Of this number, 125,000 only, at most, will be found to have attended the public schools, including evening schools, during any portion of the year, while the regular average attendance will not, it is presumed, amount to 50,000. The whole number of pupils in the several colleges, academies, and other public and private institutions of learning, exclusive of the public schools, will not exceed 15,000; leaving, under the most favorable estimate, 50,000 children not in attendance on any school, during any portion of the year—a number equal to the highest average daily attendance upon all our public schools.

In view of these facts, the superintendent recommends the appointment of agents to take a census of all the children in the city of proper age to attend school, and urges that a thorough investigation should be instituted not only as to the extent of school accomodations which now exist, or may hereafter become necessary, but the extent to which those accomodations are improved by those for whose benefit they are designed, and especially the extent to which entire non-attendance at any school prevails, and the causes. Mr. Randall is of opinion that by this means, parents and guardians who now refuse to allow their children and wards to go to school, or neglect to compel them to go, would be induced to do their duty in the premises.

The city superintendent reports that the proposition to open the ward schools on Saturdays is inexpedient.—*Polynesian, September 2nd.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The Canadian Executive Committee for the Paris Exhibition having deemed it important to disseminate throughout Europe fuller information than is generally to be found in published works upon the industrial condition and capabilities of the Province, have decided upon offering for the public competition three prizes of £100, £60 and £40, for the three best essays on Canada and its resources, its geological structure, geographical features, natural products, manufactures, commerce, social, educational and political institutions, and general statistics. In the treatment of the subject regard is to be had to the facilities for transport both of goods and passengers between the mouth of the St. Lawrence and the regions of the West, and to a comparison of these facilities as to cost and distance with those offered by other routes. The essays may be in either English or French. They must be sent in for examination on or before the 15th of February

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next. The copyright of Prize Essays will be considered the property of the Committee. Practical utility, and comprehensiveness combined with conciseness, will be among the chief considerations on which the awards of the judges will be based....In the Canadian House of Assembly, Mr. Secretary Chauveau moved to appoint a committee to inquire into the best mode of promoting the fine arts. Encouragement had been given to agricultural and commercial pursuits, and he was therefore desirous that means should be adopted by giving prizes and establishing a museum, or in some other way, for encouraging the development of a taste for the fine arts in this Province. The motion was granted....The Montreal papers record the death, on the 12th of November, of Robert Abraham, Esq., editor of the *Transcript* newspaper. The deceased was a native of Cumberland, England, and was for years connected with the English press, previous to his emigrating to this country, after which he successively edited two leading Montreal journals. Mr. Abraham was considered one of the ablest, if not the ablest writer at the Canadian press, and was as much esteemed in private society, as he was deservedly respected in his public capacity.... Mr. Bayard Taylor, the American traveller and poet, delivered three lectures in Toronto recently on Japan, the Arabs and India. The attendance was good and the lectures excellent....The *Lake Superior Journal* reports that copper has been discovered on the Canadian side of Lake Superior. The "veins are of the largest size and promise to rival in richness and extent the best mines now in the world." It is predicted that a mining business, unprecedentedly rich, will be the result of these discoveries....Some time in June last, a huge mass of pure iron was discovered lying upon the surface (on lot No. 27, in the 9th concession, township of Madoc,) by a party invited to assist the occupant of said lot in removing stones off his field. This mass, in the shape of a stone was frequently tried in order to load it on a waggon, and as often left it on the ground. After minute examination, it was found to be the purest iron, weighing some three hundred and eighty pounds.... It having been reported that coal had been found in the township of West Gwillimbury, Professor Chapman of University College, Toronto, proceeded to the spot indicated, to investigate the matter. The following is his report: A. *Evidence in support of its existence*—1. The bare assertion of one man—the well-digger. No other person pretends to have seen the coal *in situ*. B. *Evidence against its existence*—1. The age of the rock formation. This alone would be sufficient evidence for a geologist, because, although there may be no reason perhaps why an accumulation of vegetable matter should not, under special circumstances, be found in drift clay, yet most certainly if such were found, it would not be in the form of hard black coal capable of yielding a solid metalloidal coke—unless it consisted of a few boulders drifted from the older coal rocks. In the present case, however, we can hardly put so charitable an interpretation on the pretended occurrence of coal at Middletown, since our drift appears to be entirely of northern origin. 2. The non-occurrence of any signs of coal during the sinking of the numerous wells in the immediate vicinity of the one in question: several of these being, moreover of greater depth. 3. The non-appearance of any vestiges of coal in the surrounding valleys or on the hill sides. 4. The evident disinclination of the well-digger to have the well inspected by others. 5. The close agreement, in the amount and character of ash and coke, between the so-called West Gwillimbury coal, and a small fragment of American coal belonging to a sample which had been used some months ago by a blacksmith in the village....In a review of Sir R. Murchison's recent work "Siluria" which appeared in the last Quarterly Review, and which is probably from the pen of the justly celebrated Professor Owen, we find the following compliment to our learned Provincial Geologist—"In the meantime our own trans-Atlantic Governments have not been neglectful of the good work of science. In Canada especially, there has been proceeding for some years one of the most extensive and important geological surveys now going on in the world. The enthusiasm and disinterestedness of a thoroughly qualified and judicious observer, Mr. Logan, whose name will ever stand high in the roll of the votaries of his favorite science, have conferred upon this great work a wide-spread fame."

MONTMORENCI SUSPENSION BRIDGE.

The foundation stone of the proposed suspension bridge, below Quebec, was laid on Monday last with much ceremony. The bridge is to span the river at the brink of the falls. The site chosen is one of the most magnificent in the country, commanding a view of the city of Quebec, the island of Orleans, and the river St. Lawrence for many miles. The platform of the bridge will be 316 feet—the distance between the north and south sides of the river is 300 feet; between the stone towers 327 feet; width of the carriage way 20 feet, with a foot-way of four feet on the side next the great fall. The estimated cost is $32,000.

THE VICTORIA BRIDGE AT MONTREAL.

The Victoria Bridge over the St. Lawrence will certainly be the most remarkable work of the kind in the Canadas—we might say in the whole world. It reminds us of some of the old Roman works, such as the ancient aqueducts which span the valleys of Italy in their grand and gigantic proportions, more than of an ordinary bridge over a river. The success of the engineer in the building of the Britannia Bridge has fully justified him in deciding upon the adoption of the same plan for the Victoria Bridge, which will be constructed on twenty four piers, with spans or space for the navigation, exclusive of the two abutments whence the tubes spring on either side. The centre space or span will be 330 feet wide, and each of the other 24 spans will be 220 feet wide. The width of the piers nearest to the abutment will be 15 feet, and as the piers approach the centre piers, it will amount to 18 feet. The abutments from which the tubes spring will be each of them 242 feet long and 90 feet wide, and from the north shore of the St. Lawrence, to the north abutment there will be a solid stone embankment of rough masonry 1200 feet in length, raised like an artificial rock to resist the current. The stone embankment leading from the south shore of the river to the south abutment will be half this length, or 600 feet. The length of the bridge itself from abutment to abutment, and its total length from the river bank to river bank, will be 10,284 feet, or about 50 yards less than two English miles. The clear distance between the under surface of the centre tube and the average summer level of the river is to be 60 feet, and the height will diminish towards either side with a grade at the rate of 1 in 130 or 140 feet in the mile; so that at the outer or river edge of each abutment the height will be 36 feet above the summer level. Unless unforeseen difficulties arise, the first railway train will pass over the broad St. Lawrence by the summer of 1858. A few years hence, and this very bridge will become one of the greatest attractions to the tourist and the traveller. The Colossus of Rhodes, under which the pigmy shallops of former ages could pass, was esteemed one of the wonders of the Old World. But an iron bridge, spanning a river two miles in width, giving safe passage to hundreds of tons of weight between its iron sides, and permitting ships of the largest tonnage to pass beneath its elevated arches, is an achievement still more remarkable for the New World, and is worthy of the young giant rising in the west.—*Montreal Pilot.*

EXAMINATION OF GRAMMAR SCHOOL MASTERS.

THE COMMITTEE of EXAMINERS of CANDIDATES for MASTERSHIPS of COUNTY GRAMMAR SCHOOLS in Upper Canada, having recently met to make the preliminary arrangements requisite for carrying into effect the provisions of the GRAMMAR SCHOOL ACT, as set forth in the 2nd clause of the 11th Section, have decided on holding their EXAMINATIONS for the present, quarterly,—on the FIRST MONDAY of JANUARY, APRIL, JULY, and OCTOBER, respectively, in the NORMAL SCHOOL BUILDINGS, commencing at THREE o'clock, P. M. THOS. J. ROBERTSON, Head Master, Normal School, U. C., *Chairman*. [N. B.—All Candidates are requested to send in their names to the Chairman of the Committee at least one week prior to the first day of examination.

P.S.—In consequence of the first Monday in January, 1855, being a holiday, the Examination referred to above will take place on Monday, the 8th of January, 1855.

SCHOOL TEACHER WANTED.

AN ASSISTANT MASTER for the OAKVILLE—Halton County—GRAMMAR SCHOOL. Applications may be sent to the REV. JAMES NISBET, Oakville, (Secretary to the Board of Trustees,) until Thursday, 21st instant. Oakville, 9th Dec., 1854.

WANTED A SCHOOL by a MAN whose present engagement terminates in December. He has had several years experience in School Teaching, and at present holds a First Class Certificate from the Board of Instruction for the United Counties of York, Ontario and Peel, and can produce a certificate from the Trustees of each School Section in which he has taught. Apply by letter (pre-paid) to W. M., at BUTTONVILLE P. O., Markham. Stating salary.—November, 1854.

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☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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THE REVEREND EGERTON RYERSON, D. D.

CHIEF SUPERINTENDENT OF SCHOOLS;

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ALPHABETICAL INDEX TO VOLUME VIII.

N. B.—The Figures indicate the Pages.

A

Attendance of Pupils, compulsory, 4.
Armies of Europe, 6.
America, Education in, 7, 127.
Alexandrian Library, ruins of, 16: First Maps of, 44.
Arctic Regions, sunrise in, 59.
Ashburton Lord, on the Teacher's profession, 68.
Absence from School, Evils of, 70, 103.
Anticosti, Island of, 87.
Advice to Parents, 108.
Africa, interior of, 111, 188.
Animalcules, Revivification of, by Dr. Rolph, 139.
Arnold (Dr.) System—Himself, 150.
Australia, Education in, 157.
Arctic Expedition, Return of Dr. Kane, 173.
Answering, Simultaneous, 184.

B

Balaclava, Description of, 6, 74.
Babylon, Ancient, 16, 159.
Boston, Sangster's Report on Schools in, 49, Winthrop School, 63.
Botany, The study of, 52.
Books, School, going from Canada to U. S., 57, Depository, 25, 92.
Boys, Politeness at School, 39.
Do it yourself, 60.
What shall I do, Mother? 60.
Boy at the Dyke, 74.
Boy of Genius, 77.
Untruthfulness in, its remedy, 100.
Girls and, Education together, 119.
Influence of, 123.
Blood, Composition of the, 127.
Brock's Monument, 159.
British Association, 1855, 176.
British Museum Reading Room, 176.

C

Crimea, Papers relating to the War in—
Balaclava, 6.
What is a Spike? 11.
The Seat of War, 74.
A Pious Soldier, 157.
The Noble Dead.
What will they say in England? 171.
The Royal Family, 172.
The Graves in the Crimea, 172.
Crime, 11.
Cuba, Education in, 13.
Columbia College, 14.
Common School Regulations, U. C., 18; Apportionment to, 29, 89.
Common things at our Public Schools, 38.
Canada, Lower, Education in, 61.
Courteous, be, 76.
Catholic, Roman, Separate School Act of 1855, 84, 88.
Certificates, Provincial, to C. S. Teachers, 92, 159.
Conversation, Art of, 108.
Children, influence of, 123.
Classical Studies, 137.
Christie, D., Esq., 152.
Canadian Institute, 158, 163, 188.

Canada & Upper Canada, Papers relating to—
Mineral Resources, 8.
Scenery, by Lord Elgin, 9; by Dr. Lillie, 165.
Geology of, 75.
Rivers and falls in, 80.
Education in, by Lord Elgin, 81.
Island of Anticosti, 87.
Essays on Canada, 96.
Geographical Extent of Canada, 107.
Education and Moral Progress in, 116.
Statistics of Education in, 117.
Geological Discovery in, 118.
Education in, by J. G. H., 142.
Niagara Suspension Bridge, (illustrated), 145.
The Falls of Niagara, 146.
School System, by D. Christie, Esq., 152.
Education and Prosperity of, 161.
Study of Natural History in, 175.
System of Education in—
1. From a Canadian Point of View, 161.
2. From an English " " 177.
3. From an American " " 178.
The London *Times* on, at the Paris Exhibition, 180.
Circulars, Official—
To Local Superintendents, 8, 88, 182.
To Grammar School Trustees, 31, 56, 104.
To Roman Catholic Separate School Trustees, 88.
To County Clerks, 89.
General, 32, 56, 64, 92.

D

Dublin, Archbishop of, 13.
Deaf and Dumb in N. Y., 14.
Deaths of Eminent Literary Persons, 47.
Diagrams and Models, use of, 97.
Disrespect to the Teacher, 102.
Development, 108.
Dead, The Sainted, 123.
Dawson, J. W. Esq., 137, 141, 165.

E

Education, Papers on Practical—
How parents can have a good school, 2.
The use of the Rod, 3.
Failures in Education, 5.
School Government, 5.
How to teach Writing, 6.
Decision and Energy, 7.
Inspection in Schools, 37.
Common things at Public Schools, 38.
Hints to Local School Authorities, 39.
The War, How to use it in Schools, 53.
The Schoolmaster's Mission, 66.
Lord Ashburton, on the Teachers' Profession, 68.
Austin Layard, Esq., D.C.L, on Practical Education, 69.
Modes of testing the Quality of Teaching, 70.
Art of interesting the Scholar, 70.
On the Mode of Questioning, 71.
Female Education and Educators, 72.
Method—Rote Teaching—Discipline, &c., 77.
Use of Models and Diagrams, 97.
Untruthfulness in Schools—its remedy, 100.
Simultaneous Answering, 184.
School Jurisprudence, 101.
On Teaching Geography, 102.
Some General Rules and Principles, 102.
Hints, Suggestions and Questions to Teachers, 103.
The Good Teacher, 108.
Examination as an instrument of Education, 113.
Education of Boys and Girls together, 119.
The Beautiful and Tasteful in Education, 119.
The Study of Words, 135, 139.
Classical Studies, 137.
Physical Exercises in Education, 147, 174.
Little Progress—Age of Children—Old and New Teachers, 148.
Specific Means of Moral Culture of Pupils, 148.
Educate thoroughly, 149.
Means of obtaining order in School, 150.
Educational influence of Music, 170.
Educational Intelligence—
Canada, 11, 45, 61, 78, 94, 109, 124, 141, 157, 173.
British and Foreign, 13, 46, 62, 78, 95, 109, 125, 141, 157, 174, 187.
United States, 13, 46, 62, 79, 95, 110, 126, 141, 174, 187.
Lord Elgin, References to—
At Spencer Wood, 9.
Report to Imperial Government, 81.
Oxford Address, 161.
At Glasgow, 176.
At Toronto, 177.
Europe, Armies of, 6.
Examination Paper for Teachers in England, 10.
Evening Study, incentives to, 52, Schools, 154.
English Language, by Sanskrit, 55; a Composite, 186.
Examination, School, in N. Y., 78.
Examinations, Written, 185.
Electric Light, the, 80.
Education, a protection against Popular Delusion, 108.
Examination as an Educational Instrument, 113.
England, Clerks in Bank of, 11.
Education Bills, 62, 78.
Mineral Wealth of, 107.
Suggestion on Education in, 125, 148.
Colonies of, 156.
Libraries and Museums in, 157.
Editors in Parliament of, 158.
Editorial—
Programme of Public Instructions in U. C., 17.
Duties of the Department of Public Instruction for U. C., 40.
Grammar School Regulations, 56.
School Books going to the U. S., 57.
Smithsonian Institution (Illustrated), 65.
Lord Elgin's Report, 81.
Discipline out of School, 105.
Apportionment to Townships, 120.
Defective Financial Returns, 120.
Distribution of Grant to S. Sections, 121.
Donations to Libraries, 136.
Monitors in Schools, 136.
Maps of School Sections, 136.
Annual Election of Trustees, 182.
To Local Superintendents, Trustees, and Teachers, 182.

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Educational Features of Provincial Exhibition, 152.
Education and Prosperity in U. C., from a Canadian Point of View, 161; from an English and American, 177.

F

Fish Taming, 11.
Female Education, and Educators, 72; Social Advantages of, 186.
Farmers, Mental Improvement for, 153.
French Industrial Exhibition, 155.
French Girls, Education of, 171.

G

Grammar Schools in U. C.
Programme of Studies, &c., 22.
Text Books for 25, 92.
Circular from Chief Superintendent, 31.
Prayers at opening and closing, 24, 56.
Vacations and Holidays in Union, 56.
Libraries, Maps and Apparatus for, 86.
Inspectors of, 104.
Sale of Lands Act, 1855, 105.
Greek Sculpture, ancient, 143.

H

Honesty, Moral, 76.
Hawaiian Islands, education in, 126.
Hudson Bay, by Rev. J. Ryerson, 127.
Hurra! origin of, 127.
Home Education, 148.
Head, Sir Edmund, 152, 161.
Hincks, Hon. Francis, 161, 165.

I

Ireland, Endowed Schools in, 33.
Church Education Society, 78.
Museums and Libraries in, 111.
National Schools, Dublin, 141.
Inspection in Schools, its value, 37.
Incident, a School, 123.
Intellect, Oatmeal and the, 140.
Inaugural Discourse, by J. W. Dawson, Esq., 165.
Illustrated Papers—
The Royal Library at Munich, 1.
The Smithsonian Institution, Washington, 65.
The Niagara Suspension Bridge, 145.

J

Jurisprudence, School, 101.
Jerusalem, Quarries under, 111.
Jersey, Island of, Education in, 134.
Johnston, Death of Professor, 188.

K

Kindness, Power of, 4, 124.
Kentucky, name of, 11.
Knowledge, Acquisition and Application of, 128.
Kneller Hall, 187.

L

Lillie, Rev. Dr., 10, 165.
Literary and Scientific Intelligence, 14, 47, 63, 95, 110, 127, 143, 157, 174, 187.
Libraries in U. C., Free Public, 32, 136, 176.
Layard, Dr., on Practical Education, 69.
Lamartine, Story by, 75.
Liquor Law, American Prohibitory, 107.
Lunar Eclipse, 1855, 111, 175.
Language, Specimen of an Extinct, 127.
Literary Men, the Goverment and, 143.
Loyalists' United Empire, U. C., 183.

M

Munich Royal Library, 1.
Memory, Power of 9, 10.
Magnet, the, 15.
Model Common School, U. C., studies in, 26, 28.
Model Grammar School, U C.
Memphis, Discoveries at, 48.
"Mother, what may I do?" 60.
McGill College, Montreal, 61, 165.
Metereological results at Toronto, 1854, 64.
Machinery, the power of Nations, 74.
Method, History of, 77.
Maps and Apparatus Notice, 94, 96, 112, 128, 176.
Models and Diagrams, use of, 97.
Music Vocal in Schools, 100, 170.
Mineral wealth of England, 107.
Mental Faculties, 124.
Malta, Educational Exhibition at, 126.

N

Neatness—Moral Instructions, 4.
Nations, Rise and Fall of, by Lord J. Russell, 9.
Nova Scotia, Education in, 13, Geology of, 137.
Niagara Suspension Bridge, 15, Illustrated, 145, Falls in Winter, 79, 146, Name, 80.
Normal School Grounds, 1854, 42.
Normal School Training, 53.
New South Wales, Education in, 53.
Nineveh relics, 64.
National Debts, 107.
New York City Schools, 73, 118, 187.
Newton and Leibnitz, 127.
Numbers, Properties of, 185.

O

Old, respect the, 6.
Old School House, 73.
Oatmeal and the Intellect, 140.
Ocean, Arabian Desert an, 158
Oceans, Level of the two, 188.

P

Poetry—
The Islesman of the West, 10.
There is no dearth of kindness, 44.
The Spirit of Spring, 59.
The Schoolmaster, by Goldsmith, 73.
The Dame School, forty years ago, 106.
The little Boy that died, 123.
A Father's Prayer, 139.
One by one, 156.
What will they say in England? 171.
Parental Example, 11, 108.
Parliamentary aid to Education and Science in Canada, 15, 78.
Prayer in the Public Schools of U. C., 25.
Prayer, extraordinary facts, 124, 30, 56.
Politeness, School boy, 39.
Postage, Foreign, 44.
Popular Delusion, remedy, 108.
Prince Edward Island, Education in, 115.
Prussia retrograding in Education, 125.
Physical Exercises in Education, 147, 171.
Paper and Paper Duties, 186.
Paris Exhibition and Canada, 180, 181.

Q

Queen's Bench, Decisions in, on School Matters, 42.
Qualification of Teachers, 119.

R

Rod, the use of the, 3.
Rulers, who are training our future, 4.
Russell, Lord John, on Rise and Fall of Nations, 9, Education Bills, 62, 79.
Reverence in Children, 10.
Russia, See Crimea.
Rouths, Rev. Dr., Eventful Life, 39.
Ragged Schools in England, 95.
Rain, inch of, on the Atlantic, 107.
Reprove, How to, 108, 139.
Robinson, Sir J. B., 109, 163, 173.
Rolph, Hon. Dr., on Animalculæ, 139.

S

Spike, what is a? 11.
Scotland, Edueation in, 13, 62, 79, 95.
Scottish School, fifty years since, 151.
Style, formation of, 37.
Ship, and a London Square, 44.
Statesmen, age of British, 47.
System and Order, 52.
Sanskrit Element on English Language, 55.
Sunrise in the Arctic Regions, 59.
Smithsonian Institution (Illustrated), 65, 159.
Singing, See Music.
Sydenham Crystal Palace, 121.
Shadford, the late Col., 156.
Speed, Varieties of, 159.
Spence, P. M. General, 162.
Simultaneous Answering, 184.

T

Toronto University, Programme of Studies, &c., 18, 112, 128, 162.
Text Books for Grammar Schools, U. C., 25, 92.
Topography, how to illustrate, 53.
Turkey, Educational Institutions in, 54.
Toronto, opening of John Street School, 57.
Typographical Error, curious, 107.
Teacher, the Good, 108, the Inferior, 119, Old and New, 148, Characteristics of, 140.
Trinity College, Toronto, 109, 157, 162, 173.
Trustees, School, Qualifications of, 182, 183.

U

Universities, The English—
The University of Oxford, 129.
The University of Cambridge, 130, 132.
United Empire Loyalists, 183.

V

Ventilation, Absolute Necessity of, 71, 185.
Vesuvius, Erruption of, in 1855, 87.
Victoria College, 128, 153, 157, 163.

W

Writing, How to teach, 6.
Wonders in Nature and Art, 7.
Wordsworth, Monument to, 47.
Words, Comprehension of, 71.
Wayland, Rev. Dr., 142.
Westminster Palace, 186.

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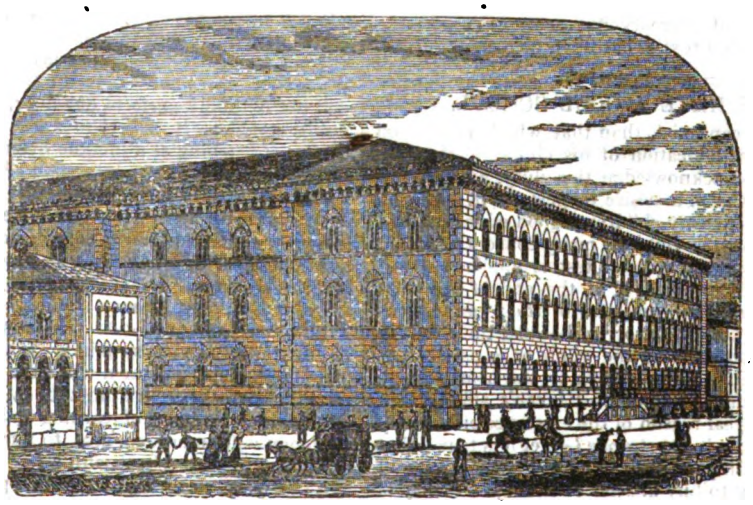
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CONTENTS OF THIS NUMBER.

		PAGE
I.	The Royal Library at Munich	1
II.	PRACTICAL EDUCATIONAL PAPERS:— 1. How Parents can have a good School.—2. The Use of the Rod.—3. Compulsory Attendance of Pupils.—4. Who are Training the future Rulers.—5. The Power of Kindness—To Teachers and Parents.—6. Moral Instruction—Neatness.—7. Failures in Education.—8. School Government.—9. How to Teach Writing.—10. Respect the Old	2
III.	LITERARY AND STATISTICAL PAPERS:— 1. The Armies of Europe.—2. Description of Balaclava.—3. Minute Wonders of Nature and Art.—4. Education in America.—5. Decision and Energy, the Secret of Success	6
IV.	EDITORIAL MISCELLENA:— 1. Annual Reports for 1854.—2. Mineral Resources of Canada—Want of Schools of Mines, etc.—3. The Rise and Fall of Nations.—4. Lord Elgin's Valedictory at Spencer Wood.—5. The Power of Memory.—6. Memory	8
V.	MISCELLANEOUS:— 1. The Islesmen of the West (Poetry).—2. Reverence in Children.—3. Examination Paper, English College of Preceptors.—4. Take Care.—5. Fish Taming.—6. How Kentucky got its name.—7. Crime.—8. The Clerks in the Bank of England.—9. What is a Spike?—10. Parental Example	10
VI.	EDUCATIONAL INTELLIGENCE:— 1. Canada, Monthly Summary.—2. The Brantford Schools.—3. Examination of the Toronto City Schools.—4. Examination of the Hamilton Central School.—5. Waterloo County Examination.—6. King's College, Windsor, Nova Scotia.—7. Progress of Education in Nova Scotia.—8. British and Foreign Monthly Summary.—9. Education in Scotland.—10. Education in Ireland—Correction.—11. Education in Cuba.—12. United States, Monthly Summary.—13. Sir Charles Grey's Visit to N. Y. Deaf and Dumb Institution.—14. Columbia College Reminiscences	11
VII.	LITERARY AND SCIENTIFIC INTELLIGENCE:— 1. Monthly Summary.—2. Niagara Suspension Bridge.—3. Wonders of Photography.—4. Parliamentary Grants in aid of Education, Literature and Science in 1854.—5. Electric Telegraph between Europe and America.—6. The Magnet.—7. Discoveries in old Red Sandstone.—8. Flowering of Plants.—9. Ancient Babylon.—10. A Magnificent Eye of Science.—11. Ruins of Alexandrian Library	14
VIII.	ADVERTISEMENTS	16



THE ROYAL LIBRARY AT MUNICH.

The City of Munich, Bavaria, has no less than seventeen public libraries open to its citizens and to strangers; but its most celebrated libraries are the "Royal Library," which contains 600,000 volumes of books and MSS., and the "University Library," with 200,000 volumes.

The Royal Library was founded in the middle of the sixteenth century, by His Highness Duke Albert V.; but the edifice in which it is now placed, and of which we give an illustration in this number of the *Journal*, was only erected about thirty-three years since. It was commenced in 1822, and completed in 1842. In the same building with the library are placed the general archives of the kingdom. The Bavarian Government have granted $25,864 annually for its support; and its yearly accumulation of books amounts to upwards of 10,000 volumes.

Owing to the fact that the building is erected on a street, (Ludwig street,) it does not appear to advantage. Its façade is not very imposing; but the general external appearance of the edifice indicates massiveness and elegance. Upon the steps of the principal entrance are placed the four statues of Aristotle, Thucydides, Hippocrates and Homer—the fathers of Philosophy, History, Science and Song.

From the ground floor where the archives are preserved, a magnificent stair-case ascends between two marble colonnades to the library. The entrance to the first library room is adorned with two statues, one of the founder of the library, Duke Albert V., the other of Louis I., to whom the building is due. This hall is that where books are loaned. After this is a large hall, devoted to the purpose of reading and study, and open to the public daily, from eight o'clock until one, except upon fête days and holidays. A separate hall, assigned to the reading of periodical reviews, and of literary and scientific journals, is reserved for members of the academy and for professors in the university. The loaning of books is restricted to these persons just mentioned, to public officers of at least the rank of counsellor, and resident in

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Munich, and to persons who obtain special permission from the minister of the interior. Books are delivered between nine o'clock and one.

The whole number of printed works contained in the library, without regard to the number of volumes, is stated at over 400,000. In addition, there are about twenty-two thousand manuscripts. The department of incunabula contains upwards of 1,500 volumes.

Visitors at the Library are not allowed to go to the shelves where the books are arranged, without being accompanied by one of the librarians. For the gratification of strangers, however, a large number of the rarest and most curious books and manuscripts are displayed in glass cases, where they can be conveniently seen.

The library has no collection of coins, medals, statues, paintings or engravings, for there are extended collections of all these objects elsewhere in Munich. Printed books and manuscripts are the two main divisions of its property. The former of these are arranged upon the shelves into twelve principal classes, which are still further sub-divided into 180 classes. The twelve main divisions are the following: 1. Encyclopædic Works, with 11 suoordinate classes; 2. Philology, with 18 subordinate; 3. History, with 40 subordinate; 4. Mathematics, with 8 subordinate; 5. Physics, with 13 subordinate; 6. Anthropology, with 4 subordinate; 7. Philosophy, with 3 subordinate; 8. Æsthetics, with 15 subordinate; 9. Politics, with 6 subordinate; 10. Medicine, with 8 subordinate; 11. Jurisprudence, with 16 subordinate; and 12 Theology, with 38 subordinate divisions.

The manuscripts include 580 in Greek; 268 in Oriental languages; 313 in Hebrew; 14,000 in Latin; 4,000 in German; near 600 in French; about 500 in Italian: with some in Swedish, Slavic, English and other languages; in all, as we have already stated, not far from twenty-two thousand.

Among the objects brought out for the gratification of casual visitors, are specimens of the different materials which have been employad in the manufacture of books. Among those in the possession of the library are tablets of wax, parchment, vellum, papyrus, paper made from the filaments of bamboo, cotton paper of about the 12th century, *papier de chiffe*, of the year 1338, the oldest of that kind in the library, palm leaves, &c.

Among the more remarkable manuscripts may be mentioned a Breviary of King Alaric, of about the 6th or 7th century; a Latin version of the Gospels, of about the same date; the Sermons of St. Augustin in Anglo-Saxon characters of the 8th century; a Latin manuscript of the 9th century, remarkable for a poetic fragment in German which is there inserted; a Sermon of St. Augustin, once possessed by Louis le Germanique, and distinguished for a fragment of poetry in German on the margin, written, it is supposed, by the son of Charlemagne himself. Besides these, which would interest the most casual inquirer, there are others of great value to scholars, and many, which, though less old than some we have enumerated, are distinguished by the exquisite skill with which they are written and embellished.

Among early printed books may be found the first printed Bible (in Latin), the work of Guttenberg and Faust, at Mayence, between 1450 and 145[illegible]; a Latin Psaltery of the year 1459, upon vellum; *Le Rational de Durand*, of the same year, printed by Faust and Schöffer; the first books with dates which were printed at Augsburg, Nuremberg and Munich; an attempt at stereotyping made in 1553; the works of Virgil, of which the entire text is cut upon copper.

HOW PARENTS CAN HAVE A GOOD SCHOOL.

No more weighty obligation can exist, than that which rests upon every parent in the matter of the education of his children. Fathers and mothers are always ready to acknowledge this duty, and are not generally backward in professions of a desire to perform it. It is an every day remark: "I mean to give my children a good education, if I don't give them a cent of property." But how many consent to act up to the spirit of that remark, when a suitable test is applied? How many there are whose hearts are troubled, if, at the end of the year, they find they have not increased the sum total of their property as much as they had hoped, but who feel no sorrow because their sons or daughters have remained at home during the whole or a part of the year; perhaps lending their feeble aid in adding to the hoarded pelf, perhaps in idleness—fruitful source of all evil. "I can't afford it," is the assigned, but *avarice* is the real reason of the existence of so many poor and unprofitable schools. Is it not strange?—yet it is true—that many a man is too poor to send his children to a good school, who, at the end of the year, finds a way to buy articles of luxury. Plenty of men there are, who find means to indulge in luxuries of the table and of *dress*, in patronizing the strolling buffoons, of a circus or perhaps in the purchase of many things useless or even hurtful, but who will not send their children to school, unless they can induce the teacher to take half price, or can find a half-price school.

Now, this is all wrong. Acknowledging the superlative importance of giving their children the best education which circumstances will permit, men must learn to regard the accumulation of money not as an end, but as a means; and that money ought to be expended.

First, In building good school houses. By this we do not mean what is usually meant. Most school houses are as far from being good ones, as can well be conceived. A house that will keep out the rain on ordinary occasions only, and that is comfortably warm, except in the coldest days, we regard as something that ought to be abated as a nuisance; yet they *can be found*.

Let the house be so large, if possible, as to allow six or eight feet square for each pupil who is expected to be placed in the school. Less room will answer, if the people are in truth, not able to expend so much in a house; but ample room prevents confusion in a variety of ways. Children will not *whisper*, if they are placed far apart. This is an evil habit not to be tolerated in any school, no school in our opinion, can be a profitable one, if it is frequent. But we believe it next to impossible to prevent communication, if pupils sit near each other. It cannot be done without a degree of harshness, on the part of the teacher, which will injure the child as much as the habit itself. Besides it is unjust to place temptation in the child's way, and then punish him because he sins.

This large amount of room is needed also, in order that those who are engaged in study may not be interrupted by recitations going on in the same room or by individuals passing to and fro.

Furnish each pupil or two pupils with a suitable desk and chair. Let both be well and strongly made, that there may be no creaking and jarring at every motion. Cover the desk with some kind of strong, thick cloth, to prevent wearing out books, and to prevent noise by moving books and slates. The chair must be easy to sit in, and not an instrument of torture. Children need just as good chairs at school as they have at home. Many a parent, who would hardly ask his son to sit on a block at home, will send him to school to sit on a backless bench, not a whit better. It is impossible to teach a child who is in pain, or uncomfortable from any cause.

Let the room, at least, be neatly ceiled and painted; or, better still, let it be plastered and white-washed. Take great care to have a good floor—firm, that it may not jar under the tread of many—of such a nature that it can be kept perfectly clean and neat. In short, a school house in its interior, should be equal to a parlor. So much the better, if it be finely carpeted and curtained, and adorned with beautiful pictures and maps. It cannot be *too elegant*, if anybody has money enough to pay for it.

The second thing for which money must be expended, is the employment of a teacher. Patrons may rest assured that a small offer, will, in all likelihood, bring a small teacher. "If all that can be made" is offered, the teacher who comes will either try to make but little, or he will determine to make the most of the chance; and either thing will ruin the school. The true way is, to offer such a salary as will induce a competent man to take the place, and render him anxious to retain it, which he will think he can most surely do by the performance of all his duties.

But in selecting a teacher great care should be exercised by those on whom that duty falls. It is of no use to try to obtain a *genius* for the schoolmaster. Such men are scarce, and when found, they don't make good teachers; perhaps because the processes of their own thought are too rapid for the comprehension of pupils, and they fail to adapt themselves to the capacity of most children. A man of common sense, generally, makes a first rate teacher, because quite as much sense is needed to teach and convince others, as is needed to do anything else. An honest man the teacher ought to be. If he is not, he will not faithfully perform his duty, and he will be sure to make his pupils untrue. It is best to select a man who has adopted the profession of teaching as a lifetime business. If he has only concluded to teach for a year or two, intending afterwards to become a lawyer or a doctor, or a minister, his thoughts willl often turn to subjects not connected with his school. Or if he has some other business, as, for instance, a store or a farm, he will be tempted to cut short a recitation now and then, that he may gain time to post his books, or try a newly purchased horse. It will never do for him to be an avaricous man; since, in that case, he may confine himself too much to the subject of *Interest* or Profit and Loss. He must not be a lazy man; particularly, he must not have a lazy mind. If he is afflicted with this disease, the little ladies and gentlemen will have to find their own way through all intricate passages. He must be a healthy, industrious, and liberal-minded man; a lover of learning and a lover of his profession.

Money will be needed, also, to purchase books. It is bad economy to send a pupil to school with a few sheets of poor paper, badly ruled, and that only on three sides, with a piece of newspaper or brown paper stitched on as a cover, for a copy book. An old bottle, upset by a breath, or some such contrivance, does not make a good inkstand. Pedlars sometimes sell very poor steel pens, no better than a green-quill, since with neither can any person write well; much less can a child learn to write with them. This matter of writing apparatus is better left to the teacher who can supply his pupils at a cost much less than that which the parent will incur in furnishing even the poorest stationery.

Lastly, the parent has something to do that does not cost money,

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but requires *care*. He must see that his child starts each morning for the school house, at a proper hour; neither too late, nor yet too early. It is not right for many reasons, to keep the pupil behind an hour or even ten minutes, to perform some little thing which could be left to a servant. It is a very common practice, and a very bad one too, to detain a child from school a half or whole day, to do something which would otherwise call a servant from regular employment. Some parents do this thing as often as once in a week, and if their children know as much at the end of the year as at the commencement, it is by a miracle. The teacher has no time to give an extra amount of instruction on the day after the absence, nor has the pupil any time to prepare an extra lesson. The task of the teacher is harder than if the pupil was regular in attendance. But this want of regularity is injurious in more ways than one. Especially does it induce a desire for frequent absence, and the chances are ten to one that, in the end, the pupil who is frequently kept from school, will become a *truant*. He will not be so able to endure the confinement of the school room. If he was absent in the morning, he will find the evening session tedious, and if he was gone in the evening he will dislike to start for the school house in the morning. We have dealt on this point because it is a source of great annoyance to teachers; and, in our opinion, they have the same right to complain of the unnecessary absence of pupils, that parents would have to censure them if they should desert their posts upon every small pretext.

In matters of discipline and general management, we say to patrons, after you have placed your children in charge of a man in whom you have confidence—and you have no right to place them in charge of any other—*sustain him*. If you think he errs—and it is very possible he may, for he is human—go to him in candor and frankness, and state the case. It is his interest, and will, therefore, be his pleasure, to make such changes as will be consonant with his views of the good of the whole. If he refuses, in all probability it will be because he sincerely believes it would not be proper to accede to your request. You must not regard him as your servant, to whom your will should be *law;* because, first, if your *will* were to be *law*, you would probabably clash with every other patron of the school; and secondly, as you perhaps have had no experience in the management of a school, your *will* would be *bad law*.

In summing up, then, we regard a liberal expenditure of money in building a good school house, in employing a competent teacher, in purchasing plenty of suitable books, a judicious care in the management of all the relations subsisting between the patron, the pupil, and the teacher, as essentials for a good school.—*Southern School Journal.*

THE USE OF THE ROD.

It is thought by many persons that corporal punishment should not be inflicted upon children under any circumstances; that it does not produce any good result, but the reverse; and that a resort to the rod is presumptive evidence of incapacity, or worse, inhumanity on the part of the teacher. Others maintain that the free use of the rod is indispensable, and that the idea of good government without such a valuable auxiliary, as that recommended by the inspired pen of the wisest of men, is entirely fallacious. Others again suppose that the true system of government lies between these extremes. It will readily be conceded, by every one whose opinion on the subject is entitled to any respect, that the teacher must, by some means, secure *good order*. We design noticing some things that operate against the teacher in attaining this desirable object.

And first, that innate spirit of opposition to government that has characterised our race, from the time when our first parents desired to eat of the fruit of that forbidden tree "whose mortal taste brought death into the world and all our woe," to the present:—A spirit which is not only antagonistic to laws that are unjust and oppressive, but to those that emanate from the very fountain of justice and goodness. Now, had the teacher nothing more to accomplish than to restrain within proper bounds, to govern aright this naturally unruly spirit which manifests itself as soon as the infant can raise its puny arm, his would be a task more formidable than "the taking of a city;" for to govern others well, a man must rule well his own spirit Strong, however, as is this perverse disposition which, unrestrained, defies all authority human and divine, there is much of it attributable to parental training—such an abuse of parental authority, tending to increase rather than obviate the difficulties of the teacher—that it need not be thought strange that the rod is sometimes used when milder measures fail.

Take an example or two that came under our observation: A Christian family were about leaving home to attend evening preaching; father, mother, brothers and sisters were in readiness. A little boy, whose age may have been seven or eight years, being unwell, was kindly urged and entreated to remain at home with an aged relative; but no; the little fellow replied, "I *will* go to preaching;" and after every member of the family had found persuasion and entreaty useless, the child was permitted to have his own way. These parents are strong advocates of government by moral suasion, and affirm, in presence of their children, that the rod is only fit for brutes. But how plain is it that this is no government at all, and that the child which can thus govern the family at *home*, will not *willingly* submit to the authority of a teacher in *school*.

On another occasion a little family were together quietly partaking of their evening meal. The only child, not yet two years old, was upon its mother's knee. It wished to have something on the table improper for it to have. The mother refused and the child persisted, till both became irritated, and, under the influence of angry feeling, she resorted to correction; but the moderate storm now became a tempest, for never we think did a child scream more lustily or display more virulent passion. When the mother gazed upon the countenance of her infant, as it mirrored such unusual passion, her fortitude gave way; the desired object was yielded, and in a moment the child was perfectly calm. The storm had ceased, but not so the effect. Every wish after this must be gratified or a fit of passion followed. Should this child in after years prove the self-willed, obstinate, disobedient scholar, the unamiable brother, the tyrant husband, unfeeling father and lawless citizen, who will say that the scene we have described had not a material influence in thus moulding the character?

Did parents fully realize the evil consequences this indulgence of their children has upon them in after life, many—very many—families would present a very different aspect. Indeed, families in which uniform and cheerful obedience is rendered may be considered anomalies. And yet, what are those scenes of domestic strife that destroy the peace of families, those disgraceful riots that result in the loss of life and destruction of property, and those fillibustering expeditions fitted out in defiance of government and threatening national safety, but the natural consequences of unbridled passion? A deed yet fresh in recollection, which caused a thrill of horror in every feeling heart throughout our country, is thus accounted for by the unfortunate perpetrator: "A quick handed and brief violence of temper has been a besetting sin of my life. I was an only child, much indulged—and I have never acquired that control over my passions I ought to have acquired *early;* and the consequence is all this." We are informed in a memoir of Noah Webster that "in the government of his children there was but one rule, and that was instantaneous and entire obedience. This was insisted upon as *right*—as, in the nature of things, due by a child to a parent. He did not rest his claim on any explanations, or on showing that the thing required was reasonable or beneficial. While he endeavoured to make it clear to his children that he sought their happiness in whatever he required, he commanded as one having *authority*, and he enforced his commands to the utmost, as a duty he owed equally to his children and to his God, who had placed them under his control. He felt that, on this subject, there had been a gradual letting down of the tone of public sentiment, which was much to be deplored. Many, in breaking away from the sternness of Puritan discipline, have gone to the opposite extreme. They have virtually abandoned the exercise of parental authority, and endeavoured to regulate the conduct of their children by reasoning and persuasion—by the mere presentation of motives—and not by the enforcement of commands. If such persons succeed, as they rarely do, in preserving any thing like a comfortable state of subordination in their families, they fail at least in the accomplishment of one great end for which their offspring were committed to their care. They send forth their children, into life, without any of those habits of submission to lawful authority, which are essential to the character of a good citizen and a useful member of society."

But doubtless there is higher than human warrant for the enforcement of parental authority; and though we do not believe that such passages of scripture as, "He that spareth the rod hateth his son, but he that loveth him chasteneth him betimes"—"Chasten thy son while there is hope and let not thy soul spare for his crying"—"Foolishness is bound up in the heart of a child, but the rod of correction shall drive it from him"—"Thou shalt beat him with the rod and shalt deliver his soul from hell"—justify the infliction of punishment to gratify evil passions, or that they imply that children cannot, in any case, be rightly governed without the rod, yet we do think that they do clearly teach that there are cases in which the rod may and *should* be used. Much has been said and written of the inhumanity and cruelty of inflicting corporal punishment upon tender and helpless children. But that tenderness that surrenders the judgement of the parent to the child, gratifies its whims, strengthens its evil passions and destroys parental authority and respect, is not the outgushing of the truly benevolent heart No! genuine affection is not thus blind to the dearest interests of the object upon which it centres. In the language of one who has drawn a vivid picture of the family upon which rests the curse of anarchy, "The root of the evil is a kindness most unkind, that has always spared the rod; a weak and numbing indecision of the mind that should be master: a foolish love, pregnant of hate, that never frowned on sin; a moral cowardice of heart that never dared command."—*Pennsylvania School Journal.*

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COMPULSORY ATTENDANCE OF PUPILS.

Much has been said of European States enforcing by law the attendance of children upon school. All that has been asserted is correct. We have been told that in Switzerland, the oldest Republic in the world, "compulsory attendance" worked well. Now, as I happen to be a Swiss, and know something of the state of things there from actual observation, I take the liberty of saying a few words with regard to that country. The extracts read, state existing facts; but many of the circumstances and conditions, which tend to modify or explain them, are generally omitted in such reports. It is true that school legislation and effective school organization in the majority of the Cantons of Switzerland, commenced after the revolutions and political commotions of 1832. Yet some Cantons had school laws and even that of compulsory attendance (if my memory serves me rightly) much earlier, one as early as 1805. One thing is certain, that an increased interest in the cause of popular education and strong efforts in behalf of its improvement and elevation, were almost universal in Switzerland long before that period. Teacher's conferences and educational societies, the intercouse of the pastor and the school-master with the people, prepared them for the ready concurrence in most of the improvements introduced into the schools, and they also prepared them for a willing submission to the law, which compels parents to send their children to school. This law was then only the expressed legalized will of the majority of the citizens. Had it been otherwise, I could scarcely account for the fact, that, at least in my native Canton, (the Canton of the Grisons,) I never heard of a case, where it was necessary to enforce the law.

Now that there is need for such a law in our country—who would deny it! As long as there are thousands of the future citizens of our Republic growing up without education, adequate to the duties which will devolve upon them—as long as history continues to teach us with unerring certainty, that the welfare and stability of the State and the Republic, especially, rest upon the intelligence and virtue of its citizens, —as long as there are parents amongst us, who are willing to wring their subsistence from the bones and marrow of their offspring, and others, who covet the wealth, purchased by the degradation and neglect of those who are their own flesh and blood, and whom they are in duty bound to educate in accordance with the God-appointed destiny of their natures;—so long there is need for such a law.

I moreover believe that the Legislature has an unquestionable right to pass such a law; the reasons for this have been enumerated by others who preceded me; I need not repeat them nor need I add any. And yet, I consider it inexpedient that our body, should at the present time urge its passage by the Legislature. Rather, but let us recommend the subject to the earnest consideration of the friends of education—let us go home and discuss it in the public journals, in Teachers' Institutes and Associations, among our friends and acquaintances everywhere—let the county-superintendents return to their respective spheres of labor, and use the privileges and advantages of their position, in order to impress their fellow-citizens with the necessity of this measure; and rest assured, that in a few years the people of Pennsylvania will not only be ready for it, but will, as a people through their proper organs, demand its passage, and sustain its enforcement at all hazards.—*Rev. O. R. Kepler.*

WHO ARE TRAINING OUR FUTURE RULERS?

Looking over the scraps in our editorial drawer, we find the following: "We should like to know who are training the minds of those who are to preside over this great people thirty or forty years hence." This inquiring glance toward the future is suggestive of many thoughts. What are the mothers in our country doing toward training their children to become intelligent and noble citizens of this vast country? Are they training their boys to become office seekers and politicians, or *true men;* men who shall be qualified to honor any situation to which they may be called—whether to stand in the councils of our nations, or to fill the sphere of an intelligent citizen. The men who are to fill all these places which to-day are occupied by others are now boys, and you, mothers, are moulding their characters and guiding their minds; you are polishing the gems that are to glitter in the future history of our country.

There are boys now in some humble families, in obscure towns far away from great cities, whose voices shall yet be heard in our legislative halls. Mothers, you are training these boys. Perhaps some of these may be the son of that mother who reads this in a rude cabin at the far West. Do you not, mothers, often muse on the future career of your sleeping boy, as you watch by his cradle? Would you have him fill an honourable position in society, and prove a blessing to his country and age? Mould that plastic mind with principles of virtue, purity, intelligence, and with the love of God. Guard his expanding powers, and teach him to avoid error of every kind; inspire him with a love of country and a love of mankind; help him to early lay the foundation for a character of sterling integrity. Such are the great lessons which will qualify youth for the responsibilities awaiting them in life, no matter how high their station may be. These are the lessons, too, which should be instilled into the minds of children by mothers.

"Who is training them?" Reader perhaps it is yourself. How, then, shall your duties be performed? May "Faithfully, thoroughly," be your answer.—*The Student.*

THE POWER OF KINDNESS.—TO TEACHERS AND PARENTS.

The following article, from M. D. G., of Indiana, conveys an important lesson to teachers and parents relative to their treatment of refractory boys at school. Its lesson is embodied in the incident related, and we hope will be read with much profit.

Power of Kindness.—"There comes the teacher!" exclaimed several voices, on the first day of school, as the "new teacher" approached the scene of his winter's labors. Anxiously they had waited his appearance, for various were their thoughts respecting the strange incumbent. Former teachers had ruled with an iron hand, and cases of severe discipline were frequent. With such precedents, it was natural that the assembled school should view with mingled distrust and fear the stranger who was henceforth to hold the reins of government. Nor is it surprising that unkindness had engendered the belief that severity was a predominating trait in the character of every teacher. Hence those who had long been subject to severity, which had blunted all their finer feelings, regarded the opening of school as the commencement of a series of flagellations, frequent and severe. Regarding this as their destiny, their conduct was shaped accordingly. They seemed to be governed by the adage: "No name without the game."

Pre-eminent among them was one whom we will call James. He was without friends, save an uncle with whom he lived, who treated him with great severity, at home, and invariably gave a prejudicial statement of James' ungovernable disposition to the teacher of the school, adding, that the only means of control were frequent punishments, to which course, in conclusion, he advised him to resort. Under such treatment, at the age of sixteen, James bore without shame, the ignoble distinction of "the worst boy in school."

The teacher kindly greeted those assembled at the door, and entering, followed by the scholars, he very mildly requested them to be seated. The friendly manner in which he addressed them favorably affected their feelings toward the teacher. The scholars were soon seated, when, after a few introductory remarks, the teacher proceeded to address each scholar, making inquiries as to name, studies, state of advancement, etc. He had heard of James as a very bad boy, and had been led to fear that he would, as previously, be a source of difficulty. Placing his hand gently upon the boy's head, he said with the utmost kindness, "Well, my son, are you desirous of doing all you can during the school?" Such language was unexpected; it fell like gentle music on the ear accustomed only to tones of harshness, it soothed his turbulent spirit, enkindled in his soul aspirations to which he had ever been a stranger, and melted his heart, while his eyes were suffused in tears. James was subdued.

Though till then content to be at the foot of his class, with no desire to excel in anything save turbulence, James had a well-balanced mind, capable of appreciating and retaining scientific principles. The impetus given his intellect and energy by the kind and encouraging words of his teacher was destined to work wonders in his subsequent career, transforming the idle, unmanageable boy into a studious and attentive scholar, the first in his class and the school. Nor was this all. Fired with zeal, he applied himself assiduously to the cultivation of his mind as opportunity presented; and grappling *with* and *overcoming* obstacles, which many in similar circumstances would have considered insurmountable, he pushed on till he graduated with honor at one of the most respectable literary institutions of the Empire State.

Subsequently he established a select school in Western New York, which has since grown to one of the most flourishing academical institutions in the State, where hundreds of youths have received instruction, qualifying them for the task of imparting knowledge to the rising generation. Such is the result of kind words. Go thou, and do likewise.—*The Student.*

MORAL INSTRUCTION—NEATNESS.

Moral improvement, as well as intellectual, is one of the great objects to be attained in our schools, and one that ought frequently to be urged upon teachers and pupils. It is true, that moral culture forms a part of home education, but it is also as true, that it cannot be safely separated from the intellectual training of our schools. The immutable principles of right and wrong, the various moral obligations of man, and a becoming respect for things sound, should be instilled into the minds of youth, that they may, in after life, become the governing powers of all their motives and actions. Children should be taught to despise and condemn an act of injustice or meanness; while those of benevolence, kindness, and integrity should be called to their notice to be admired and imitated. The scholar who is not made better and wiser in these things, whose moral character is not improved and

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strengthened, while at school, is receiving an education that promises him but little good, and which will, at least, render him dangerous to the community.

The capacity of children to understand that some things, are right, and that other things are wrong, is susceptible of developement much earlier than their ability to exercise their mind in a process of reasoning. This fact ought to elicit the utmost caution, in bringing such influence to bear upon children in early youth, as shall make favourable and correct impressions.

We would like also to see courtesy and neatness take a more prominent place among the things taught in our schools. They are both intimately connected with or form a part of, moral instruction, and are necessary to a person's happiness and success in life.

We believe it is as much the duty of the teacher to see that pupils treat each other with kindness and civility, and that they are neat in their habits about the school-room, as it is to give instruction in reading, or in any other branch. A child that is allowed to grow up saucy, boorish, and impudent, without correction, gives little promise of becoming a man or woman fit to enter decent society, or that will have any respect for the civilities of life.

We are likewise strongly inclined to believe, that boys and girls, who at school have no pride about keeping their desks clean, their books neat and well arranged, and the floor about them free from papers and litter, can hardly be expected, when they become men and women, to have order and neatness characterize their office and workshop, their kitchen and bureaux.—*Michigan Journal of Education.* S.

FAILURES IN EDUCATION.

The first error is in placing the child under the instruction of unskilled and inexperienced teachers, under the belief that any one will do to teach a child to spell and read—a sad mistake. It requires more skill, more tact, more knowledge of the science and art of teaching to conduct the first few years of a child's school exercises than it does to fill a professorship in a college. What horticulturist would suppose that an inferior gardener might answer to take care of the plants while they are small and young, though he must have one of a superior order to train them when they have nearly obtained their growth? A child placed in one of these little noisy schools, which yet, as in the days of Ichabod Crane or Oliver Goldsmith, furnish food for mirthful satire—learns much that the parent does not bargain for. He acquires a drawling or sing-song tone in reading, a bad pronunciation, an improper manner of holding his pen and shaping his letters, and habits of idleness and mental inertness, which may never be unlearned, and which will prevent his receiving the full benefit of his after instruction under able educators.

Another prominent error is

The Forcing System.—Where children are put to studying books written in language they cannot read, or do not understand. For instance: children that cannot read intelligibly or intelligently in a common school reader, are set floundering amid the well-worded sentences and nicely balanced phrases of a history of 350 pages, or buried amid the polysyllabic words and difficult combinations of a *revised* philosophy, or *simplified* chemistry, to say nothing of a voluminous geography and highly concentrated grammar. The labor thus forced on a child is intolerable; and when it is remembered that a child of the above attainments is expected to do the most of the studying at home, unassisted by the teacher, it is not to be wondered at that so many "dislike their books." Poor things, how can it be otherwise? Rayless, pathless, hopeless, they stumble through the scholastic session, the mind ever on the rack, the thirsty spirit ever unsatisfied.

Parents are mainly to blame for this. Their anxiety to have their children advanced to the study of the higher branches, induces the teacher to violate his sense of propriety. The writer has frequently lost pupils by refusing thus to gratify paternal vanity at the expense of the child; and time and again has he been annoyed with "Pa says he wants me to study Grammar," "Ma wants me put in spelling," "Pa says, why ain't I studying dictionary," "Ma don't want me turned back," &c., &c. Poverty, stern task-master, compels many teachers to yield the point rather than risk losing the pupil. If you would have the Teacher interested in his labor, let him work on his own plan. He should know best—if he does not, he is not fit to teach.

Setting Lessons.—Another evil is carelessness in assigning the lessons to be studied. Too much caution can not be exercised in setting lessons adapted to the capacity and attainments of the pupils, in seeing that they know what and *how* to study. If the pupil is not a fluent reader, the lessons should be read over at the time of assigning, so that the correct pronunciation may be required, in place of leaving the pupil to guess at a wrong one when studying. One or two lessons, not calling for more than an hour's application, are enough for home study. This will make seven hours of daily mental toil, enough for the majority of boys and girls. The effect of poorly learning a lesson is ruinous to the child. By the habit of missing he comes to think it a small thing to fail at recitation, and soon loses all self respect, all regard for his reputation as a scholar.

Want of Reviews.—A lesson once said, is generally passed by forever. New lessons engage the attention of the pupil, and soon the few landmarks of the earlier lessons are effaced, the connection of the present with the past is overlooked, and the labour of weary days disappear "like snow-flakes on the river—a moment there, then gone forever." There should be daily, weekly, and quarterly reviews in all schools. The motto should be "*not how much, but how well.*"

Irregular Attendance.—This neutralizes the benefits to be derived from the best arangements, and the labors of the best teachers. Some persons *seem* to suppose, that if a child has once entered the path of learning, progress is inevitable; and that however far from the teacher, either in body or mind, there is a kind of magnetic influence, by which he is to be reached, and the teacher is held accountable for his improvement. So far is this from the truth, that a child may attend school a whole year, yet so irregularly, or at intervals so far apart, that it will be fortunate, if at the end of a year, he knows as much as at the commencement. Irregular attendance acts more unfavourably on some minds than upon others. Those who are strongly inclined to learn, will readily overcome the evils arising from absence. But those who are indifferent to study, will lose by their absence, not only the lessons of the day, but what is of far greater consequence, the interest, however small, which they may have previously felt. The boy who stays from school in order to hunt, or fish, or dance, will not only feel a positive disinclination to study his arithmetic when at school, but a positive inclination to resume his hunting, or fishing, or dancing. The girl, too, who is kept at home for the fitting of a mantua-maker, may not only lose her interest in study, but is liable to feel that the adjustment of her dress is of more importance than the improvement of her mind.

Late Attendance.—A considerable portion of each school day, during the winter, is lost, from the constant disturbance caused by the ingress of the tardy. The worst feature of this is, that the loss falls upon the diligent and innocent, as well as on the lazy and guilty. The disturbance caused by opening and shutting doors, and passing over the floor, distracts the attention of the class and teacher, and renders the recitation partial, unconnected and unsatisfactory. Want of diligence and activity on the part of the parent, or child, or both, causes the evil. It can easily be remedied if the parent will it.

Want of Pecuniary Support.—No intellectual labor is so poorly paid as the teacher's, and no avocation is more exhausting to the system—more life destroying. "A good teacher should receive a remuneration so ample, as to enable him to live respectably; to avail himself of books, social influence and travel, to such an extent as shall better qualify him for his profession; and to place him, if he practice a wise economy, out of the reach of harassing anxiety about the means of support."

Want of Hard and Persevering Labor.—Whatever may be the talents and attainments of a teacher, he will fail if he does not work hard. In no pursuit is unwearied industry more necessary to success. Let no one attempt teaching who wishes to shun labor. The teacher must labor not only when he is establishing his school, but he should continually strive to make himself a better teacher, every successive day and year. He must labor, too, where the immediate results do not appear to the common observer, or scarcely to himself.

Want of Professional Pride.—Too many take up the vocation of teaching as a stepping stone to something else; a means of support while they study law or medicine. Of course their hearts are not in their business, their duties are drudgeries, their success a matter of indifference. Such teachers will always fail.

Want of Qualification.—There is no vocation requiring so many enobling qualifications as teaching. The capable teacher must possess a sound education, joined with a cultivated taste. He must have *patience*, not that disposition of passive endurance of evils, but that never tiring principle that will enable him to perform cheerfully for the tenth time, that in which he has failed for the ninth, and to repeat over and over and over again, instruction to a dull but well-disposed pupil. He must have *uniformity* of disposition, for want of which he may punish to-day what was smiled at yesterday. He must have *self-control*, capacity for governing, fondness for teaching, capabilities or tact for instructing, judgment, taste, firmness, mental activity and varied learning.—*Chronicle and Sentinel.*

SCHOOL GOVERNMENT.

School Government should be regarded as the *means* for attaining a lofty end, not the *end* itself. As the wise legislatorians to secure the happiness of the people, and not at the mere exercise of authority so, the intelligent teacher regards his power as the servant of his good intentions. With this view he enters his sphere as the child's truest friend, not as an evil genius sent to inflict "hard lessons" and useless restraints; as an elder brother; full of kindness and sympathy, not as the domineering tyrant, whom it is treason to love. The teacher should secure the respect and esteem of the scholars. This cannot be accomplished by weakly humoring their faults and shortcomings; but by a firm and manly deportment; by showing himself equal to any

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emergency; by sympathising with them in their difficulties; and by a dignified affability in his intercourse with them.

School Government should be based upon a knowledge of human character. In the school-room, as in the world, there is every variety of disposition. Stern words, which are necessary to rouse the slumbering energies, in one case, will discourage the best efforts in another. The expression of sympathy which one heeds not, is treasured for months in the affectionate heart of another. The blow, which reduces the *stubborn* boy to subjection, may rankle for years in the more sensitive mind of another scholar. The nobleness of one nature should not be sacrificed to the listlessness of another. Because Sahara yields no vegetation, Egypt is not condemned to barreness.

The teacher should study his own character as well as his pupil's. He should know his own weak points and fortify them against assault. Corporeal punishment should not be inflicted in the presence of the school. Penitence, the desired fruit of correction, is often supplanted by an affectation of fortitude, injurious in the extreme to school and scholar when the punishment is public.

Good order should be rendered habitual, not infused at times by spasmodic efforts. Rash threats, uttered when confusion has banished every legitimate idea, cannot produce genuine order. They are more the consequence of a want of vigilance, than of actual necessity. Energy in thought and action on the teachers part, will soon produce their legitimate fruits on the school.

In a word, the character of school government should be mild and gentle, yet firm and decisive—based upon a knowledge of human nature, acquired by energy and maintained by vigilance. Its influence should be such as a conscientious father would exercise upon his children.—*Halifax Morning Journal, Nov.* 15, 1854.

HOW TO TEACH WRITING.

Writing has been taught solely as an art. Copies are set in the books taken by the pupils to imitate, by hook or by crook, as best they can, the handwriting of the master. Did you ever look over the pen scratchings of a district school? What quail tracks! What aspirings after utter impossibilities! What legible impressions of ideas from inky fingers and upset inkstands!

Every teacher has his own notions about teaching writing, and about every parent, too, so far as to the time when "Darling Charley" shall learn to write. So I shall not prescribe which side must lean against the desk, or how the pen must be held, or the paper lay, but shall proceed to give a few common-place notions about teaching writing.

When the teacher (not the parent) decides it is time to begin tracing characters in ink, let the pupil supply himself with a substantial copy-book, not too large, an inkstand not liable to be upset, and pens. If quills are used in this iron age, the teacher should mend and make them out of school hours, so that when the writing signal is given, nothing else may require his attention. Copies should also be set, and every arrangement completed, so that nothing whatever shall disturb the stillness of the writing hour. Let the A B C scholars alone till it is over with.

Habits of neatness and care must be formed now, if ever. Every hasty line and every blot must be scrutinized and reproved. Improper postures and habits of hand, must be repeatedly noticed and corrected by the teacher. His eye must be everywhere and on everything. None should discontinue writing, until the signal is given for all to do so. Then the pen should be carefully wiped, upon the wiper attached to the copy-book, and when the ink is dry, the book closed, and laid away or gathered up to lie upon the teacher's desk until the next writing hour.

Do you think, teacher, that this standard is too high for you? Not a whit! If you ever want the writing exercise to be a pleasant one, and your copy-books fit to be seen, you must aim high. Straight marks look well, if they show pains-taking.

"Pot-hooks and hangers," are ten times better to discipline the muscles of the fingers than all the fine hair strokes of the writing master. Suit your copies to your pupils ability, and oblige them to attend to them the requisite time. Some may teach writing in twelve lessons, to older brains and more practiced fingers, and pocket the $5 with the consciousness that it has been a most potent incentive to the attainment of the hand, but you can't teach it in thrice twelve lessons, to the tow-heads of our common school. System and perseverance alone will enable you to succeed.

Don't forget that black board. Dont't you suppose you can imitate a poor letter and show how to make a good one on it? Besides, *there* is the place to show the science of writing, analyze its principle more thoroughly than you know how.—*Prairie Farmer.*

RESPECT THE OLD.—Bow low thy head, boy. Do reverence to the old man. He was once young like you, but age and the cares of life have silvered his hair. Once, at your age, he possessed the thousand thoughts that daily throng your mind. Bow low thy head, boy, as you would be reverenced when you are aged, and your fine form bent under the weight of years.

THE ARMIES OF EUROPE.

Some days since, a pamphlet was published by G. Remmelmann, of Leipzig, from the pen of a German officer, from which we extract the following particulars regarding the comparative military and naval strength of the European Powers which are both directly and indirectly engaged in the present war.

Russia commands 540,000 infantry, 80,000 cavalry, 44,000 artillery, and 12,000 genie troops, likewise 478,000 reserve, irregular, and garrison troops; total, 1,154,000 men, and 2,250 guns. The maritime power of Russia consists of 52 line of battle ships, 48 frigates, and 84 smaller ships; total, 186 vessels and 9,000 guns.

Without doubt, however, many of these numbers are merely upon paper, many of the troops are in the hospitals, and many are in their graves, carried off by cholera, and on the battle-field; but notwithstanding this, there is still an enormous number under arms, and ready for the field, if Russia is determined to push matters to the extreme.

Turkey commands 100,800 infantry, 17,280 cavalry, 13,000 artillery, 1,700 genie troops, and 325,000 reserve troops. Total, 457,680 men, and 360 guns. The maritime power of Turkey consists of 10 line of battle-ships, 7 frigates, and 60 smaller vessels. Total, 77 ships, with 3,000 guns.

How extraordinary then was the amount of courage required from the "sick man" to venture to oppose an army in the field so much more nnmerous, and what extraordinary energy was required to prosecute the war single-handed, and with such brilliant success during the last year.

Of the powers at present directly engaged in the war, England and France form the second group.

England commands 119,900 infantry, 13,600 cavalry, 15,122 artillery, 2,460 genie troops, 80,000 militia. Total, 230,200 men. (East Indian army 348,000 men, including 31,000 royal troops.) England's maritime power consists of 94 line of battle-ships, 92 frigates, 185 smaller vessels, also; total, 371 ships, with 15,234 guns and 54,354 horse-power.

France commands 382,000 infantry, 86,000 cavalry, 57,000 artillery, 8,200 genie troops, and 63,800 other troops, (including 25,000 gens-d'armes.) Total, 566,000 men, with 1,182 guns. The maritime power of France consists of 60 line of battle ships, 78 frigates, and 273 smaller vessels. Total, 411 ships and 11,773 guns, (without bringing into account those of 112 steam vessels,) and 40,270 horse-power.

Amongst the (as yet) Neutral Powers, Austria, Prussia, and the other German States are the most important.

1. Austria commands an army of 458,000 infantry, 67,000 cavalry 47,000 artillery, 16,800 genie, and 5,200 other troops. Total, 593,000 men and 1,140 guns.

2. Prussia commands 372,600 infantry, 67,600 cavalry, 60,100 artillery, 7,740 genie, and 72,000 other troops. Total, 580,800 men and 932 guns.

3. The other German States command 166,000 infantry, 23,000 cavalry, 14,500 artillery, 2,027 genie, and 17,000 other troops. Total, 224,900 men and 500 guns. The unanimous co-operation of these states with either Austria or Prussia would raise the balance in favor of that power by one-half. Hence the diplomatic discussions at present so energetically carried on as to whether or not it is the intention of Germany to interfere, or to maintain a general neutrality.

If Germany were united, were Austria and Prussia and the other confederate states to act resolutely and with combined strength against Russian arrogance, and its contempt for treaties and the rights of nations, then they would be in a position to enforce their will with a colossal strength of 995,600 infantry, 159,600 cavalry, 121,600 artillery, 26,600 genie, and 94,900 general troops. Total, 1,398,500 men and 2,572 guns.

BALACLAVA.

The following description of this place we copy from Dr. Clark's travels:—

"So much has been said by travellers of the famous Valley of Baidar, that the Vale of Balaclava, which is hardly surpassed by any prospect in the Crimea, has hitherto escaped notice. Yet the wild gigantic landscape, which towards its southern extremity surrounds the town; its mountains, its ruins, and its harbor—the houses covered by vines and flowers, and overshadowed by the thick foliage of mulberry and walnut trees—make it altogether enchanting. The ruins at Balaclava point out the *Balaklon* of Strabo, whence some believe it derived its present name. Others, and perhaps with more reason, suppose the name to have had a Genoese origin, and derive it from Bella Clava, the beautiful port. Its harbor is certainly the *Symbolon Limen, Portus Symbolorum;* the characteristic entrance to which Strabo so accurately describes. Nothing can be equal to the fidelity with which he has laid down the coasts of the Crimea—a circumstance which may perhaps be attributed to the place of his nativity, Amasia, whose situation enabled him to acquire familiar knowledge of the shores of

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the Euxine. In his account of the Archipelago and Mediterranean, although always an accurate writer, he by no means evinces the same degree of precision. According to him, the port of Balaclava, together with the Ctenus, or harbor of Inkerman, constituted by their approach an isthmus of forty stadia, or five miles, which, with a wall, fenced in the minor peninsula, having within it the Church of Chersonesus. The wall we found afterwards with Professor Pallas, and its extent agreed very well with Strabo's account. The port of Balaclava is certainly one of the most remarkable in the Crimea. From the town it appears like one of the smallest of our northern lakes, land-locked by high precipitous mountains. Though its entrance is so narrow that ships can hardly find a passage, yet it affords excellent anchorage and security in all weather from the dreadful storms of the Black Sea. Ships of war, of any burthen, may find sufficient depth of water and a safe asylum there. The heights around it are the first objects descried by vessels in sailing from Constantinople. But if any ill-fated mariner, driven by tempests, sought a shelter in the port of Balaclava, during the reign of Paul, he was speedily driven out again, or sunk, by an enemy as inhospitable as the wind or the waves. The inhabitants had small pieces of artillery stationed on the heights, with the most positive orders from that insane tyrant to fire at any vessel which should presume to take refuge there.

The town is at present (1809) colonised by Greeks from the Morea, a set of daring pirates, to whom the place was assigned by the late Empress, for the services they rendered in her last war with the Turks. We found the inhabitants of Misitra, Corinth, of the Isles of Cephalonia, Zante, &c., living without any intermixture of Tartars or Russians, according to the manners and customs of their own country.

MINUTE WONDERS OF NATURE AND ART.

Lewenhoeck, the great microscopic observer, calculates that a thousand millions of animalculæ, which are discovered in common water, are not all together so large as a grain of sand. In the milt of a single codfish there are more animals than there are upon the whole earth; for a grain of sand is bigger than four millions of them. The white matter that sticks to the teeth also abounds with animalculæ of various figures, to which vinegar is fatal, and it is known that vinegar contains animalculæ in the shape of eels. A mite was anciently the limit of littleness; but we are not now surprised to be told of animals 27 millions of times smaller than a mite. Monsisa de l'Isle has given the computation of the velocity of a little creature scarce visible by its smallness, which he found run three inches and a half a second: supposing now its feet to be the fifteenth part of a line, it must make 500 steps in the space of three inches, that is it must shift its legs 500 times in a second, or in the ordinary pulsation of an artery. *See Hist. Acad.* 1711, page 23. The itch is known to be a disorder arising from the irritation of a species of animalculæ found in the pustules of that ailment; it is a very *minute animal*, in shape resembling a tortoise, of a whitish color, but darker on the back than elsewhere, with some long and thick hairs issuing from it, very nimble in its motion, having six legs, a sharp head, and two little horns. The proboscis of a butterfly, which winds round in a spiral form like the spring of a watch, serves both for mouth and tongue, by entering into the hollows of flowers, and extracting their dews and juices. The seeds of strawberries rise out of the pulp of the fruit, and appear themselves like strawberries when viewed by the microscope. The farina of the sun-flower seems composed of flat, circular minute bodies, sharp pointed round the edges; the middle of them appears transparent, and exhibits some resemblance to the flower it proceeds from. The powder of the tulip is exactly shaped like the seeds of cucumbers and melons. The farina of the poppy appears like pearl-barley.—That of the lily is a great deal like the tulip. The hairs of men are long tubular fibres through which the blood circulates. The sting of a bee is a horny sheath or scabbard, that includes two bearded darts: the sting of a wasp has eight beards on the side of each dart, somewhat like the beards of fishhooks. The eyes of gnats are pearled, or composed of many rows of little semi-circular protuberances ranged with the utmost exactness. The wandering or hunting spider, who spins no web, has two tufts of feathers fixed to his fore paws of exquisite beauty and colouring. A grain of sand will cover 200 scales of the skin, and also cover 20,000 places where perspiration may issue forth. Mr. Baker has justly observed with respect to the Deity, that with Him "an atom is a world, and a world but as an atom."—*Family Magazine.*

EDUCATION IN AMERICA.

That which is elsewhere left to chance, or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation, in proportion to his property, and look not to the question whether he himself have or have not children to be benefited by the education for which he pays.

We regard it as a wise and liberal system of policy, by which property and life, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge at an early age.

We hope to excite a feeling of responsibility, and a sense of character by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek as far as possible, to purify the moral atmosphere, to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law and the denunciation of religion, against immorality and crime. We hope for a security, beyond the law, and above the law, in the prevalence of enlightened and well principled moral sentiment.

Education, to accomplish the ends of good government, should be universally diffused.—Open the doors of the school-house to all the children of the land. Let no man have the excuse of poverty, for not educating his own offspring. Place the means of education within his reach, and if they remain in ignorance, be it his own reproach.

If one object of the expenditure of your revenue be protection against crime, you could not devise a better or cheaper means of obtaining it. Other nations spend their money in providing means for its detection and punishment, but it is for the principles of our government to provide for its never occurring.—The one acts by *coercion* the other by *prevention*. On the diffusion of education among the people, rest the preservation and protection of our free institutions.—*Webster.*

DECISION AND ENERGY—THE SECRET OF SUCCESS.

It has been one of the prevailing subjects of regret to the philosopher and moralist, that there should be so great a difference between early and mature life;—that so much of youth should be wasted in mere directed effort, or enfeebling indolence, as to create in later years matter for regret and self reproach.

Nothing is more common than to hear those who have passed the bounds of youth, regretting the unaccomplished projects of their earlier years, while reviewing plans of life and labor which they have formed, and which, had they been followed out with alacrity and success, would have rendered their names illustrious, and reputations enduring.

To be weak in purpose and unstable in pursuit, are the chief sources of failure and infelicity which result from human conduct in the course of life; and they are sources which no improvement in the general intellect, no accommodation of general knowledge, will be likely to correct or diminish. To those animated by the courage which always inspires the youthful heart, it may seem absurd to attribute the ills of life to weakness of purpose.

But youth is always fruitful in great purposes and good intentions. Why are these so seldom realized, but for want of strength of character to carry them out in the actual course of life? There is much truth in the sentiment which Milton puts in the mouth of the apostate angel, "To be weak is miserable," and there is grandeur of character expressed in the avowal of the prince of fallen spirits, that he possessed "an unconquerable will, and courage never to submit or yield." Impelled by such a will, and such courage, what difficulties may not be overcome,—what triumphs may not be achieved,—what good may not be accomplished by a character animated by great and good impulses. The world has seen in the career of Napoleon the power of an indomitable will and iron purpose. Sweeping like a moral hurricane over the eastern continent, he conquered armies, overthrew monarchs, and held the entire world in awe, triumphing everywhere that mind could gain the ascendancy.

Had he not defied nature, and undertaken war with polar snows, no limits would probably have fixed bounds to his conquests.

The Russian fires and Russian frosts could not be mastered by mental might, or Bonaparte's will might have swayed the world. Had he been animated by the sole desire of doing good to his race, of extending the blessings of civilization and religion, instead of a desire for universal conquest, what might not have been gained to the world by the career of Napoleon! I have made this illusion to illustrate what may be accomplished by a character of immeasurable strength and invincible will.

All men are not Napoleons, it is true, but all possess intellect which may be developed, and will which may be strengthened and guided in the right direction; and surely, the real labors and ills of life which we are doomed to meet,

> "Claim the full vigor of a mind prepared.
> Prepared for patient, long, laborious strife."

If the young, then, would have vigor of understanding, or pleasure in the exercise of it, they must cultivate these qualities. If instead of walking humbly, patiently, passively in paths that have been traced out by other minds, they would make vigorous, independent excursions of their own, they must cultivate these qualities; for the secret of success in any department of life is, to possess "an unconquerable will, and courage never to submit or yield."—*Michigan Journal of Education.*

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ANNUAL REPORTS FOR 1854.

Blank forms of report have been sent, during the present month, to each Local Superintendent in Upper Canada, to be prepared according to the General Instructions, and returned to the Department with as little delay as possible. Should any Superintendent not have received the form, he is requested to notify the Department at once, in order that no delay may be experienced in preparing the Chief Superintendent's Annual Report, before the adjournment of Parliament. Before compiling his report, however, the Local Superintendent will notice the typographical error in column 9, in the Trustees' annual return,—which should give the balance unappropriated after payment for 1854, not 1853.

In answer to the inquiries of some local school officers, in reference to sections 11 and 12, of the General Instructions to Local Superintendents in compiling their annual reports, we reply, that the instructions and the headings of the columns of the financial part of the report should not be taken *separately*. For instance, when the amount received (column 20) is less than the amount to which the teacher is entitled for the year, (column 25,) the latter part of the 12th section is inoperative, simply because the "difference" which exists between those amounts does not accord with the heading of column 23, and cannot therefore be inserted in it. The 11th section of the Instructions should be interpreted as it reads; and with the above reference, we think no difficulty will occur in complying with the 12th and other sections of the Instructions.

A copy of the Chief Superintendent's Annual Report for 1853, has also been sent, by post, to Local School Officers and Corporations entitled to receive it.

MINERAL RESOURCES OF CANADA—WANT OF "SCHOOLS OF MINES," &c.

During the present week were shipped from Bytown a number of large specimens of ores, marbles, building stones, and other natural productions, destined to take a part in the great Exhibition of the Industry of all Nations at Paris in May next. There was a huge mass of the magnetic iron ore contributed by J. Forsyth, Esqr., from the mine in the Township of Hull, weighing over two thousand pounds; another six feet long, and of about the same weight, of specular iron, from the township of MacNab, from A. Dickson, Esq.; and a piece of silicate of iron, weighing about two hundred and sixty pounds. This latter is a rare mineral, and the specimen in question is perhaps the largest yet seen. Besides these, there were two strongly hooped casks, weighing over eighteen hundred pounds of other specimens of ore, and a number of boxes and uncovered blocks of limestone and marble. The object in procuring such large masses is to enable the Parisians to form some conception of the extent of the supply by the magnitude of the specimens. A country whose mineral wealth is only represented by a few insignificant fragments will not be much known, unless the visitors receive verbal or written information that the collection only partially represents its riches. Large specimens, however, are the herald's of their own and their country's greatness. They make an impression of natural wealth on the mind which cannot be effaced. The name of Canada will be associated with the idea of one of the richest spots of the earth. And what is still better, the idea in this instance will be in no way an exaggeration. The bed of ore from which the first of the above mentioned specimens was procured is situated about six miles from Bytown, in the Township of Hull. It is about 400 feet thick, and of such an excellent quality that it will yield about 75 per cent. of pure iron. It rises into a dome-shaped mound about 70 or 80 feet above the level of the surrounding land, and it is computed that there are three millions of tons of it above the surface. The only mining operations, therefore, that will be required for a long time will be to break it up, and several thousand tons of it, have been already quarried and is now being transported. It was lately purchased by J. Forsyth, Esqr., of Pittsburgh, in the State of Pensylvania, who intends to convey it to that place and smelt it along with other ores.

The Collection of Minerals above mentioned was made under the superintendence of W. E. LOGAN, Esqr., the Provincial Geologist, and no person can witness Mr. Logan's operations without being at once convinced that this Province will be creditably represented at Paris in 1855, as it was at London in 1851.

While speculating upon these huge masses of ore, we are led to make a quotation from HUMBOLDT, the great master philosopher of the nineteenth century. In commenting upon the progress of nations, and the causes which must produce pre-eminence or inferiority among the races of men who are now struggling for masterships, he remarks,—

"An equal appreciation of all parts of knowledge is an especial requirement of the present epoch, in which the material wealth and increasing prosperity of nations are in a great measure based on a more enlightened employment of natural products and forces. *The most superficial glance at the present condition of European states shows, that those which linger in the race cannot hope to escape the partial diminution and perhaps the final annihilation of their resources.* It is with nations as with nature, which, according to a happy expression of Goethe, knows no pause in ever-increasing movement, developement, and production—a curse still cleaving to standing still.

"Nothing but serious occupation with Chemistry and natural and physical Science can defend a state from the consequences of competition. *Man can produce no effect upon nature, or appropriate her powers, unless he is conversant with her laws, and with their relation to materful objects according to measure and numbers. And in this lies the power of popular intelligence, which rises or falls as it encourages or neglects this study.* Science and information are the joy and justification of mankind. They form the springs of a nation's wealth, being often indeed substitutes for those material riches which nature has in many cases distributed with so partial a hand. Those nations which remain behind in manufacturing activity, by neglecting the practical applications of the mechanical arts and industrial Chemistry, to the transmission, growth, or manufacture of raw materials—those nations among whom respect for such activity does not pervade all classes—must inevitably fall from any prosperity they may have attained; and this by so much certainly and speedily as neighbouring states, instinct with the power of youthful renovation, in which Science and the arts of Industry operate or lend each other mutual assistance, are seen pressing forward in the race."—*Cosmos, vol.* 1, *page* 33.

The above paragraph constitutes one of the most profound political aphorisms of the age. It is somewhat in advance of the present time, not in its immediate practical necessity, but in the amount of appreciation which it receives,—for it is perfectly clear that although a few statesmen of superior intelligence do feel the full weight of its importance; there are many who do not. Humboldt does not intend to point out as worthy of national consideration that musty lore which qualifies men to take part in metaphysical discussions, but those particular species of knowledge which enable man to subdue the inorganic world to his will and make it yield him food, clothing and general comfort in greater abundance and with less labour,—which, in a word, teaches him to make "two blades of grass grow where but one grew before." He points out to the nations that the pursuit of certain branches of knowledge is a race in which, if any one of them fails to contend, it must soon be blotted out. Were England to take no account of her geological treasures, how insignificant would be her power in the present state of European affairs. The sulphur, nitre, iron, and coal, used by France, England and Turkey in the present war alone saves them from destruction. In view of these facts, these countries, as well as Austria, and the Germanic States, generally, have established National Schools, in which mining, metallurgy, and the innumerable chemical applications of the materials which constitute the earth's crust to agriculture, engineering, and manufactures of all kinds, are taught and investigated by the most scientific men whose services can be procured. Science is strained to its utmost tension by each of those countries, in order to prevent the nation from loitering in the rear.—Let us ask ourselves the important inquiry, is Canada to be permitted to linger behind in the race? We sincerely hope not.—The consequence of neglecting to cultivate the physical sciences under the fostering care and support of the government of the country, must inevitably be national inferiority. We have many excellent institutions of learning, devoted to almost every thing else, but we have no school especially dedicated to practical science as it is taught in the chemical and mining schools of Europe. Our educational system is, therefore, incomplete. There is a great blank in it. The key-stone of the arch has not yet been supplied. The United States governments who have stopped short in their surveys are beginning to get their eyes opened to this point, from the fact that numbers of their young men are leaving the country to be educated in the mining and chemical schools of Europe. In England too, we perceive by the last number of Silliman's Journal, that those intended for the army and navy constituted the most numerous class of pupils at the museum of economic Geology.—The reason is, they find that they cannot acquire at the Universities the knowledge they stand in need of without much more time and expense; and above all, not so thoroughly as they can while surrounded with a vast collection, and in constant association with field-taught Professors. In Canada the information acquired at such schools, might not it is true, be used by a great number in mining, but then to thousands engaged in agriculture, and the arts requiring a knowledge of geology, and the chemical properties of the materials of the earth's crust, it would be of inestimable value. Above all there would result, that enlarged understanding, those habits of accurate observation, and a love of nature continually urging on the mind to investigate the laws of the physical world, without which, in this age no man can be said to have received a proper education. As intellectual exercises, the studies pursued at these institutions have no equals, and no young

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country such as Canada, where success in life depends so much upon practical mental activity, should be without them.—*Ottawa Citizen, November* 25, 1854.

THE RISE AND FALL OF NATIONS.

From Lord John Russell's recent Speech at Bedford.

There have been many causes assigned for this rise and fall; but the common delusion is, that as so many nations of ancient times have gone through these changes, all States must go through similar periods of prosperity and decay. That this is a common theory and common supposition, I need not go far to prove; for an admirable writer, whose friendship I have the good fortune to enjoy, who invests with the rich treasures of his fancy whatever he undertakes, describes a New Zealander standing on a broken arch of London Bridge sketching the ruins of St. Paul's.* Now I could never contemplate that picture with comfort. (Laughter.) It is a very disagreeable subject, and I want to know what necessity there was for making such a prophecy. ("Hear," and laughter.) If I were to investigate that subject I should engage you the greater part of the night; but I should suggest certain topics to follow out at your leisure, some of the most fitting subjects for lectures, in connection with the rise and fall of states. Many states have fallen because they were too small to contend against their more powerful neighbors; because it is obvious when surrounding states have 100,000 or 200,000 men under military discipline that the smaller ones with ten to twenty thousand will fall under the superior force of the other. We have the case of Athens and the case of Florence, then I might allude to the great state of Germany and the smaller one of Portugal. I need scarcely allude to England, because this country is large enough and strong enough to maintain itself for ages to come. (Applause.) But there is another source of decline, and which is celebrated in a line of the Roman Satirist as the immediate cause of the fall of the Roman Empire, which, after stretching its armies into almost every part of the world, fell from the effects of luxury. Well, we in modern days carry luxury to a greater extent than ever it was carried before. Many enjoyments are within the reach of most of us, and we indulge in far greater luxuries than were possessed by the ancient world, yet we have no sign that men thereby become indolent; on the contrary, we have seen that men having every means at command, when called upon to perform their duty to their country have not shrunk from encountering the greatest hardship, though previously surrounded by and living in the midst of the most refined luxuries. (Applause.) We do not perceive that the position of Her Majesty's household brigade, where it may be readily imagined luxury prevails to a considerable extent, has at all unfitted those soldiers to contend against a powerful enemy. It does not by any means follow that our soldiers are not able to overcome every obstacle opposed to courage and determination because they are not in the condition of that iron chief who kicked away the pillow of snow from under the head of his son, saying that it was too luxurious a bed for any chief to indulge in. (Cheers.) I think, therefore, that mere luxury, unless the nation itself is feeble, unless it has lost its spirit, has not that direct tendency to effect its ruin. But there are other causes which it behoves us to consider, which have occasioned the decline of nations. There have been despotic institutions, where men have been forbidden to investigate subjects of science, or discuss any improvement in art—where they have been forbidden, under penalty of fire, from holding any religious opinion different from that of the State. Where that despotism has existed—where that persecution has prevailed, the nation has withered under the influence. (Loud applause.) Where such principles prevail, the state will always be unstable; but I say there can be no danger to the people of this country on that account, appreciating as they do the liberty of thought and of expression which they enjoy, and who would not under any consideration surrender that liberty to any power whatever. (Applause.) Well, no doubt there are other causes to show why nations pass from one phase to another—from prosperity to decay—which may be meet subjects for your meditation. Nations have found, as Holland found in the last century, that the generous efforts made in the last war to secure European independence of those who ranked in the scale of nations have been disappointed, and the circumstances arising out of that period are weighty and proper subjects for the consideration of those entrusted with the financial administration of a nation: this matter, however, has an immediate political bearing, and I will not further allude to it. There is another cause which greatly tended to the decay of ancient nations, which introduced many crimes, caused a weakening of the manly character, and a falling off of the fortitude and industry which distinguished the early period of history. There was the institution of slavery—that institution which led the Romans to neglect the true interests of the empire, resulting in crime, which led them to leave the cultivation of the land to slaves—those lands which at an earlier period received cultivation from the hands of freemen. But happily those changes are not felt by this country; so far as our dominions are concerned we have got rid of that curse. In an early period we find that the church spoke out strongly against the maintenance of slavery; and at a later period we have practically improved upon it, and those who carry on occupations of various kinds, whether agricultural, commercial or manufacturing in our dominions, are free from the curse of personal slavery. (Applause.) We have, therefore, a recognition of those mutual obligations upon which the ancient nations divided themselves, and which, as may be pointed out in the history of nations, cannot affect our personal safety. (Applause.) There are also other sources of decline—from the consequences of political events, from the calamities of war, from struggles long continued, from other objects of national interest, and other motives the effect of which no person can perceive, and upon which no man would ever be entitled to your confidence, or the confidence of a nation if he pretended to prophesy. These are subjects connected with the future, the knowledge of which is not given to man. Events may come to pass and contradict and overrule all his anticipations; but upon that subject you and your successors have a duty to perform as well as hopes to realise. It behoves you to maintain the liberty of this country, to maintain the Christianity of this country—(applause)—and my belief is, that by cultivating your minds, by extending as much as possible your researches, whether in science, whether in literature, you will contribute to that end, you will strengthen the religious and political institutions of the country. (Applause.)

* Macaulay's Essays.

LORD ELGIN'S VALEDICTORY AT SPENCER WOOD.

For the last time I am surrounded by a circle of friends with whom I have spent some of the pleasantest hours of my life. For the last time I welcome you as my guests to this charming residence, which I have been in the habit of calling my house. I did not, I will frankly confess it, know what it would cost me to break this habit until the period of my departure approached and I began to feel that the great interests which have so long engrossed my attention and thoughts, were passing out of my hands. I had a hint of what my feelings really were upon this point—a pretty broad hint too—one lovely morning in June last, when I returned to Quebec after my temporary absence in England, and landed at the cove below Spencer Wood, because it was Sunday, and I did not want to make a disturbance in the town, and when with the greeting of the old people in the cove, who put their heads out of their windows as I passed along, and cried "welcome home again" still ringing in my ears, I mounted the hill and drove through the Avenue to the house door. I saw the drooping trees on the lawn, with every one of which I was so familiar, clothed in the green of spring, and the river beyond, calm and transparent as a mirror, and the ships fixed and motionless as statues on its surface, and the whole landscape bathed in a flood of that bright Canadian sunshine which so seldom pierces our murky atmosphere on the other side of the Atlantic. I began to think that those persons were to be envied who were not forced by the necessities of their positions, to quit those engrossing retreats and lovely scenes, for the purpose of proceeding to distant lands, but who are able to remain among them until they pass to that quiet corner of the garden of Mount Hermon which juts into the river and commands a view of the city, the shipping, Point Levi, the Island Orleans and the range of Lorentine hills, so that through the dim watches of that tranquil night which precedes the dawning of the eternal day, the majestic citadel of Quebec, with its noble train of satellite hills, may seem to rest for ever on the sight, and the low murmur of the waters of the St. Lawrence, with the hum of busy life on their surface to fall ceaselessly on the ear. I cannot bring myself to believe that the future has in store for me any interests which will fill the place of those I am now abandoning. But although I must henceforward be to you as a stranger; although my official connection with you and your interests will have become in a few days a matter of history, yet I trust that through some one channel or another the tidings of your prosperity and progress may occasionally reach me, that I may hear, from time to time, of the steady growth and development of those principles of liberty and order, of manly independence in combination with respect for authority and law, of national life in harmony with attachment to British connection which it has been my earnest endeavor, to the extent of my humble means of influence, to implant and to establish.

THE POWER OF MEMORY.

The power of memory as exhibited in some of the best authenticated examples, was beyond measure surprising. Drusus, it is said, could repeat the whole of Homer. Sallust knew the whole of Demosthenes. Mithridates could speak twenty two languages. And Cyrus could repeat the name of every soldier in his immense army. The lecturer then gave a number of instances to illustrate the extent of memory, and among the rest mentioned that of Saint Anthony, the hermit, who although he could not read, could repeat the whole of the Scripture from having heard them. He also mentioned instances where men's memories had been impaired by disease, but had recovered again by dint of application. Cases of parties having been able to repeat discourses after hearing them once, were also very numerous. Painters

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not unfrequently execute portraits from recollection. This is an example of what is called conception, or the revival of past perception. Of this form of memory, Dr. Abercrombie gave the following remarkable exemplification. In the Church of St. Peter at Rome, the altar-piece has a large and valuable picture by Rubens, representing the martyrdom of the apostle. This picture having been carried away by the French to the great regret of the inhabitants, a painter of the city undertook to make a copy of it from recollection and succeeded in doing so in such a manner that the most delicate tints of the original were preserved with the most minute accuracy. The original painting has now been restored, and the copy is preserved along with it, and even when they are rigidly compared, it is scarcely possible to distinguish one from the other.—*From the Globe's report of the Rev. Dr. Lillie's lecture at the Mechanics' Institute.*

MEMORY.

Dr. Alexander Geward, of Aberdeen, was a remarkable instance of what may be done by the exercise of the memory. When he first assumed the office of a preacher, his recollection was so inert, that with the greatest difficulty he committed a sermon to memory in a fortnight, and never ventured to preach more than once during that time, unless he could deliver the same sermon in another place. But, as he practised the art of learning his sermons, he found his memory strengthen perceptibly, till at length he could repeat the whole of a discourse, accurately after reading it only twice! He was an instance of a man's acquiring, by mere dint of industry, the mastery of an art for which he did not appear to be fitted by nature.—*N. Y. Christian Era.*

Miscellaneous.

THE ISLESMEN OF THE WEST.

[*From the Dublin University Magazine.*]

THERE is mustering on the Danube's banks such as Earth ne'er saw before,
Though she may rifle where she may her glory-page of yore:
The bravest of her children, proud Europe stands to-day,
All battle-harnessed for the strife, and panting for the fray.
No jewelled robe is round her flung, no glove is on her hand,
But visor down and clasped in steel, her gauntlet grasps the brand;
Oh! lordly is the greeting as she rises from her rest,
And summons to the front of fight the Islesmen of the West.

No braver on this earth of ours, no matter where you go,
Than they whose boast was aye to bear the battle's sternest blow;
No braver than that gallant host, who wait with hearts of fire
To bridle with an iron bit the Muscovite's desire.
Ho! gallant hearts, remember well the glories of the past,
And answer with your island shout the Russian's trumpet-blast;
Ho! gallant hearts, together stand, and who shall dare molest
The bristling hem of battle's robe, the Islesmen of the West?

Brave are the chivalry of France as ever reined a steed,
Or wrung from out the jaws of death some bold heroic deed;
A hundred fields have proved it well from Neva to the Po.
When kings have knelt to kiss the hand that smote their souls with
And worthy are the sons to-day of that old Titan breed, [Wo.
Who spoke in thunders to the Earth that glory was their creed;
Ay, worthy are the sons of France, in valour's lap caress'd,
To night beside their foes of old, the Islesmen of the West.

Oh, England! in your proudest time you ne'er saw such a sight,
As when you flung your gauntlet down to battle for the right;
What are the Scindian plains to us, the wild Caffrarian kloof,
That glory may be bought too dear that brings a world's reproof?
The brightest deed of glory is to help the poor and weak,
And shield from the oppressor's grasp the lowly and the meek;
And that thou'lt do—for never yet you raised your lion crest,
But victory has blest your sons, the Islesmen of the West,

Who are those haughty Islesmen now who hold the keys of earth,
And plant beside the Crescent moon the banner of their birth?
Who are those scarlet ranks that pass the Frenchman and the Turk,
With lightsome step and gladsome hearts, like reapers to their work?
The sons of Merry England they, reared in her fertile lands, [sands;
From Michael's Mount to stout Carlisle, from Thames to Mersey's
From every corner of the isle where Valour was the guest,
That cradled in the freeman's shield the Islesmen of the West.

The stormers of the breach pass on, the daring sons of Eire,
Light-hearted in the bayonet-strife as in the country fair;
The mountaineer who woke the lark on Tipperary's hills,
And he who kiss'd his sweetheart last by Shannon's silver rills.
The "Rangers" of our western land who own that battle-shout,
That brings the "Fag-an-bealag" blow, and seals the carnage rout;
Those septs of our old Celtic land, who stand with death abreast,
And prove how glorious is the fame of Islesmen of the West.

The tartan plaid and waving plume, the bare, and brawny knee,
Whose proudest bend is when it kneels to front an enemy;
The Pulse of battle beating fast in every pibroch swell—
Oh, God assoilzie them who hear their highland battle yell.
Those Campbell and those Gordon men, who fight for "auld lang syne,"
And bring old Scotland's broadsword through the proudest battle line;
You've done it oft before, old hearts, when fronted by the best.
And where's the serf to-day dare stand those Islesmen of the West?

Speak! from your bristling sides, ye ships, as Nelson spoke before—
Speak! whilst the world is waiting for your thunder-burst of yore;
Speak! whilst your Islesmen stand before each hot and smoking gun,
That rends the granite from the front of forts that must be won.
Unroll that grand old ocean flag above the smoke of fight,
And let each broadside thunder well the Islesmen's battle might;
Roll out, ye drums, one glory peal, 'tis Liberty's behest,
That summons to the front of fight the Islesmen of the West.

REVERENCE IN CHILDREN.

What state of society can be blind to the meaning of the imprecation which was pronounced at the entrance into the promised land, and joined in the same doom the idolator and him who should "set light by his father and mother?" What philosophy can gainsay the sage of the book of Proverbs, whose sententious moralizing rises in prophetic grandeur as he speaks of the unnatural son: "The eye that mocketh at his father, or refuseth to obey his mother, the ravens of the valley shall pick it out, and the young eagles shall eat it." Who needs any interpretation of the feelings of David, of Joseph, or Solomon, in their joy or trial? How heart-rending was the grief of the Psalmist over his recreant son—"Would to God I had died for thee, my son, my son!" What beauty, as well as simplicity, in the enquiry of Joseph for his father, when the Prime Minister of Egypt dismissed his courtly train, and weeping aloud, could only ask, "Doth my father yet live?" What grandeur, far above its gold and gems, surrounded the throne of Solomon, when he rose to meet his mother, and called her to a seat at his right hand! "And the king said unto her, Ask on, my mother, for I will not say thee nay." What pathos and sublimity in the Saviour of men, when embracing home and heaven in his parting words on the cross, he commended his spirit to the Eternal Father, and intrusted his mother to the beloved disciple's care! We need no more than this to show how the Gospel glorifies the law, and crowns its morality and piety alike in its perfect love—"Woman, behold thy son"—"Disciple, behold thy mother." Hear the amen that goes from Calvary to Sinai—and honor thy father and thy mother.—*Hearthstone.*

EXAMINATION PAPER

Of the English College of Preceptors, to the questions in which candidates, for the office of School Teacher, are required to return written answers under the eye of an Examiner:

1. Define Education, Instruction, Method, System, Knowledge, Information.
2. Can Knowledge be imparted? State the reasons of your answer.
3. Arrange, in a Tabular Form, the daily occupations of a middle-class school of forty pupils, from nine to sixteen years of age; showing the number of teachers required, and the proportion of time you would allot to each study.
4. What subjects do you undertake to teach? What peculiar difficulties do these subjects present? and how would you endeavour to remove them?
5. Point out the chief merits of the books and instruments which you employ in teaching.
6. Do you prefer to teach pupils in classes, or separately? State your reasons.
7. Explain the nature of analytical and of synthetical teaching. Give examples of both.
8. Illustrate the difference between Deductive and Inductive teaching.
9. Describe the course of study which you would desire your pupils to follow in your special subjects.
10. What are your views in reference to Play-ground duty.
11. How would you cultivate the Moral Faculties?
12. Are you acquainted with any of the systems of Instruction adopted on the Continent, or in America? If so, point out their merits and their defects.
13. Explain your views of Physical Education.
14. Point out the Educational errors to which inexperienced teachers are most liable.
15. By what means, and upon what principles would you maintain discipline?—*English Educational Times.*

"TAKE care," recommended a father to his children, "when you find yourself in the presence of persons who see you for the first time, to display only the best qualities of heart and mind. They will always judge you under this first impression." That father knew the world.

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FISH TAMING.

The following beautiful story, written by Prof. Upham, we extract, for our school children, from the excellent paper of an old and dear friend, the Christian Times, Chicago. When our little readers have been amused with the idea of fish and turtles being tamed and educated, let them stop and think a little while about this story. Think what a power there is in kindness. Even the fish felt it and the clumsy turtles. And that little girl; how beautiful and happy she looks, as we think of her, down by that pond, calling to her fish. Dear, noble little child, may you have many imitators, not only among school children, but even among grown men and women.

A few years ago I read in a newspaper in America, that the fishes in a certain pond had been tamed, and brought back again, at least in some degree, into the original association with humanity. Being at leisure at a certain time, and having some curiosity to ascertain the truth of this statement, I embarked in a boat in Boston harbor, and went down to Hingham. It was near night. Next morning quite early, I went towards the pond, which was said to be the theatre of this interesting and unprecedented state of things. I recollect that I went through a long piece of woods, which was without habitations, and which, in its tranquility and beauty was favorable to benevolent dispositions and thoughts. The early sunbeams were sporting with the dew drops; and the birds were singing in the branches. After passing through the woods and coming in sight of the pond of water, I went to a farmer's house not far from it. I knocked, and a good-looking woman, with that intelligent and benevolent aspect which marks the women of America, came to the door. Making such apology as I was able for a visit so early, I remarked that I had come for the purpose of seeing the fishes in the neighbouring pond, which were said to be tamed. Readily accepting my explanations, she pointed to a place on the brink of the water, and said that one of her children would soon come down there.

I had not stood there long before a little girl, apparently anxious not to detain me, came running down. She seated herself on a rock on the shore and looked into the mirror of the morning waters, which reflected back the delightful image of her innocent beauty. She called to the fishes; calling them sometime by the names of their tribes, and sometimes by particular names which she had given them. There was one large one, which she called Cato. But Cato was in no hurry to come. She said it was rather early for them. They had not yet left their places of slumber. But repeating still more loudly the invitation of her sweet voice, they began to make their appearance. The smaller ones came first, and then the larger ones of many varieties; at last Cato, who was a sort of king and counsellor in his finny congregation, came among them. Delighted with this renewed visit of their virgin queen, although they seemed to be conscious it was rather early in the morning, they thrust their heads above the water; and she fed them from her hand. And I fed them also.

Observing something peculiar at a little distance in the water, I was surprised to see two turtles making their way towards her.—Her voice of affection had penetrated beneath their dark, hard shells. And I noticed that they came with great effort and zeal; as if afraid of being too late at this festival of love. One of them, as soon as they reached the shore, scrambled out of the water, and climbed upon the little rock beside her. And she fed them both. I shall not easily forget this interesting scene, this little episode of millenial humanity.

HOW KENTUCKY GOT ITS NAME.

The origin and meaning of the name of Kentucky has been accounted for in different ways, both ingenious and plausible. The latest analysis of the word Kentucky, that we have heard, we had a few days ago from the lips of an old hunter, now in the ninety-ninth year of his age. When Boon first came to that country it was inhabited exclusively by no tribe of Indians, but was the common hunting ground for all the tribes of the adjacent country. The rich valleys were covered with a chapparal of *cane*, bearing a small berry, on which the turkeys came in countless numbers to feast. Thus, it was enough for the whites to call it the land of "*Cane and Turkey.*" The Indians, trying to pronounce the words, got it Kentuckee, from that it was abbreviated into Kentuck, and finally the name by which it is now known-Kentucky—*the land of Cane and Turkey.—Schoolmate.*

Crime is the moral cholera of the social body. It is a disease far more deadly than mere physical pestilence can be, however virulent. It kills both the body and the soul. It affects the future as well as the present. The taint which it leaves is in the mind. Plague is only a temporary visitant, but crime is a disease permanently epedemic, a canker always eating into the heart of our civilization.—*Dr. Mason Goode.*

"Why did you not pocket some of those pears?" said one boy to another; "nobody was there to see." "Yes there was—I was there to see myself, and I don't ever mean to see myself do such a thing." I looked at the boy who made this noble answer; he was poorly clad, but he had a noble face, and I thought how there were always two to see your sins, *yourself* and your God.—*Christian Inquirer.*

THE CLERKS IN THE BANK OF ENGLAND.

There are in the bank upwards of eight hundred clerks, at salaries ranging from £65 per annum to £800; the patronage is in the hands of the directors, of whom there are twenty four, each, having a denomination to permit one clerk, provided he be found qualified on examination. The vacancies are not, as in most public offices, filled up as they occur by deaths, resignations, &c., but by electing from twenty-five to thirty junior clerks every four or five months; it is usual to admit one-fifth of this number from the sons of clerks already in the service. The scale of pensions for length of service is the same as in the Government. The late governor, with much kindness and consideration for the comfort of the clerks, instituted a library and reading room, which bids fair, from the handsome donations from time to time made by the directors, to rival the best of our secondary metropolitan libraries. The Bank Annuity Society, for the benefit of widows of clerks is also being remodelled, in order to combine the principle of life assurance with the granting of annuities. This society is under the management of the clerks themselves. The subscription of unmarried clerks is compulsory.

WHAT IS A SPIKE?

Most people are impressed with the belief that a spiked gun is, for some time, rendered useless; but it is not everyone who knows what a spike is. A correspondent in the *Morning Herald* makes this clear. He says:—"They are about four inches long, and of the dimension of a tobacco-pipe; the head flat; a barb at the point acts as a spring; which is naturally pressed to the shaft upon being forced into the touch-hole. Upon reaching the chamber of the gun it resumes its position, and it is impossible to withdraw it. It can only be got out by drilling—no easy task, as they are made of the hardest steel, and being also loose in the touch-hole there is much difficulty in making a drill bite as effectually as it should do. Its application is the work of a moment, a single tap on the flat head with the palm of the hand sufficing. This can be easily done, even if it is ever so dark."

Parental Example.—Your children will be more animated to vigorous perseverance and self-dependence, the more they witness your exertions to provide for your future welfare. There are few who can witness the daily display of parental and provident care, without having the desire created within them of doing something for themselves. "A thrifty father," says a Hindoo proverb, "may have an extravagant son, but a diligent father rarely has an idle son."

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The Baptists have subscribed funds to establish a College in Toronto, under the name of Maclay College. The Rev. Dr. Bacon, late of Columbia College, New York, has been invited to take charge of the institution..... The Board of Trustees in the City of Toronto have, with great liberality, recently erected a very superior School-house in each Ward of the City. They are all expected to be in operation this month. The Board have adopted a regulation to open each School daily with the reading of the Scriptures and Prayer. In speaking of the causes which prevent a larger attendance at some of the Schools, Mr. Barber, the City Superintendent, justly observes:—"The successful working of the Common School system, requires that the question should occupy neutral ground, and at all times be discussed in a friendly spirit. No doubt ere long that principle will become recognised, and acted upon by the good sense of the community at large, to the great benefit of education and the consequent largely increased attendance at all our city schools, which are emphatically *the Schools of the People.*"

THE BRANTFORD SCHOOLS.

To an intelligent people there are few subjects of more real interest, and none of more importance than that of Education through the means of schools, and especially of public schools. Of this the inhabitants of Brantford have given abundant proof in the splendid provision made by them for the education of the young, by the erection of several excellent and commodious School-houses, and the employment therein of teachers who are really a credit to their profession and to their employers, and of incalculable advantage to this community. In no town in Canada, of equal size, are there to be found School-houses to compare with those of Brantford, and we have not the least hesitation in asserting that the schools of Brant-

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ford cannot be surpassed for their efficiency in point of teachers. Of this we speak from experience. Especially do we refer to the High School, which, lately, we have had several opportunities of visiting in company with the Superintendent, W. Johnstone, Esq., and with others of our townsmen who take and exhibit an interest in the cause of Education. Mr. Robins, the principal, is ably seconded in the boy's department by his assistant, Mr. Smith. Both seem thorough masters of their trying but most useful and honorable profession. The order which reigns in the school, the classification of the pupils, and the attention by the scholars to the word of command are all admirable. Not less so is the acquaintance with first principles shown by the boys in analysing the matters given them for study, whether they be difficult problems, abstruse lessons, or the most simple questions that fall to the lot of the schoolboy to answer. What we have said of the boys' department, we may say of the female portion of the school, under Miss Morrison, assisted by Miss Jennings and Miss Codey. The whole school is an honor and a blessing to Brantford, and cannot fail to be appreciated, by all who possess the ability and good sense to appreciate the untold advantages to society of the sound and liberal education of the young. On this subject we may say more anon.—*Brantford Courier, Dec. 9th*, 1854.

EXAMINATIONS OF THE TORONTO CITY SCHOOLS.

Last week, the ordinary Examinations, prior to the Christmas Holidays, took place in the several Public Schools, and gave, generally, gratifying evidence of substantial progress. The attendance of parents and guardians was not so numerous as might have been expected, although their presence on such occasions tends to encourage both teachers and pupils.

The Local Superintendent delivered also, in four of the Schools, the Educational Series of Lectures required by law,—the subject chosen being the history of our City Schools since 1844: their progress and difficulties. In the course of the Lectures, important statistical facts were brought forward, and comparisons were drawn between the Public Schools of this City and those in Hamilton and London, greatly to our advantage. Here we have six Ward Schools of modern construction, while the cost per head for educating pupils is less here than in either Hamilton or London.

The immense advantages furnished by the adoption of the system of Free Education, can hardly be adequately appreciated. The average assessment of each individual of those classes whose children enter our schools, or for whose benefit, principally, they are sustained, does not exceed 5s. 10d. per annum,—for which sum a parent may get education for his whole family of school age, namely, from 5 to 16 years, The actual cost to the City, per pupil, is about $7 each per annum; the difference being, of course, paid by the wealthier classes of society.* Thus, a poor man, instead of paying $40 or $42 per annum for educating six of his family, gets them all educated for the average rate of only 5s. 10d., or about 1s. each per annum.

Looking at the character of the Schools, and the provision which has now been made, not only for the mental and moral culture of the youth, but for their physical health and comfort, we earnestly hope that during the coming year the value of those Educational Institutions will be more highly appreciated than they have hitherto been. Every friend of education should urge attendance at the Schools—regular, systematic attendance—upon all who may be within the sphere of their influence.—*Examiner.*

EXAMINATION OF THE HAMILTON CENTRAL SCHOOL.

The semi-annual Examination of this institution closed last evening, much to the satisfaction of all parties, and proved in every way satisfactory.

No branch of English education is neglected; and every pains is taken to have the best instruction given, in a form most attractive and most easily comprehended by the very young scholars who form a large proportion of the advanced classes. Nor are the rudiments of knowledge at all lost sight of; but the simpler elements are made a sure foundation for the noble edifice of science and intricate learning to be afterwards built upon.

The following resolution was unanimously adopted at the close of the examination:

Moved by Alderman Moore, and seconded by Alderman McIlroy,—"That the sincere thanks of the parents and guardians of the pupils taught in this school are due, and are hereby tendered to J. H. Sangster, Esq., and his assistants, for their earnest endeavors to promote education in this City, under the Common School System, as evinced by the progress and efficiency of the children during the past terms and exhibited at the present examination, and, that the Trustees are entitled to the warmest congratulation on the success of their labors in this department."—Carried unanimously.

JOHN TRILLER, Chairman.

* The cost of sustaining Colleges and Grammar Schools is also borne alike by all classes.

WATERLOO COUNTY EXAMINATION.

The Examination of scholars from the several Schools in the County of Waterloo, was held in the County Court House at Berlin, on Wednesday the 27th December, pursuant to the notice given by the Warden.

Forty competitors were present, each of whom was known, not by name but by the number affixed to the breast, and in order that nothing might be wanting to accomplish the laudable object which the County Council had in contemplation, the services of J. H. Sangster, Esq., Principal of the Central School, Hamilton, were procured, who is one of the best if not the very best Teacher in Canada.

Before proceeding with the examination, Mr. Sangster made a few appropriate remarks, and then requested those who were to compete in History to rise. An arrangement had been previously made, that each competitor who missed three times had to retire. By examining according to this mode too much time was taken up with the first three branches, so that the examiner afterwards requested those who missed once to retire. This new move occasioned some dissatisfaction for a short time, but the time being so limited it could not be done otherwise.

The first four branches, viz., Penmanship, History, Practical Arithmetic, and Mental Arithmetic occupied nearly five hours, so that in order to finish the examination the same day, a comparatively short time was left for the six remaining branches, viz., Geography, Grammar, Natural Philosophy, Astronomy, Algebra and Geometry. It was half-past eleven o'clock, P.M. before the examination closed, and it was unquestionably an excellent one. Many parties had previously formed a very high opinion of Mr. Sangster's abilities, but even the most sanguine were far surpassed in witnessing the mode in which Mr. Sangster conducted the examination throughout. He is in fact a *Model Man* and *Teacher*.

Several of the pupils acquitted themselves admirably well, and reflected great credit both to themselves and their teachers.

The Warden then offered a few appropriate remarks to the pupils in a very affectionate manner. He congratulated the successful competitors, and likewise endeavored to console those who were probably disappointed, by informing them, that although they would be somewhat dejected by the present disappointment yet they might probably have another opportunity next year; thinking, no doubt, that the renewal of hope would tend to console them, He also encouraged all of them to prosecute their studies with renewed vigor and assiduity, assuring them that they would ultimately be rewarded for every hour well spent in youth. He told them, in his ordinary cheerful manner, that he had come to this country from Scotland, a stranger in a strange land, that the people of Waterloo had made him Warden of the County, but that of all the honors conferred on him during his lifetime; none afforded him such pleasure and delight as those he had received when a boy at school; drawing at the same time from his pocket ten silver medals which had been awarded to him for proficiency in different branches of education. (Great applause.)

After thanking those who had attended, and proposing a vote of thanks to Mr. Sangster for the efficient and impartial manner in which he had conducted the examination, he resumed his seat. The audience responded to the Warden's proposition with great applause, and Mr. Sangster, in reply, thanked them kindly for the honor which they had conferred on him, and assured them that he had never before examined more talented pupils than some of those were whom he had examined that day. A vote of thanks was also proposed to Dr. Scott, the Warden, for the interest he had taken in promoting the cause of education in the County of Waterloo, which was likewise responded to with cheers.

Three Prizes being given for each of the ten branches, and also a Silver Medal to the best general scholar, the distribution was made as follows:

Preston School.—James Baikie, Teacher, 8 First, 3 Second, 1 Third Prize.

Galt School.—Robert McLean, Teacher, 2 First, 1 Second, 5 Third Prizes; A. Young, Teacher, 3 Third Prizes.

Berlin School.—W. B. Smith, Teacher, 5 Second, 1 Third Prize.

Ayr School.—John Walker, Teacher, 1 Second Prize.

The Medal was awarded to Johann Lehmann, of the Preston School, who had received six of the First and one of the Second Prizes. The boy is a German, and has acquired nearly all his proficiency in the short space of two years, while with Mr. Baikie, the Principal of the Preston School. The medal bears the inscription:—"The County of Waterloo Premium awarded to the best general Scholar." On the reverse:—"Presented to Johann Lehmann, of the Preston School, 27th December, 1854."—*Communicated.*

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NOVA SCOTIA.

KING'S COLLEGE, WINDSOR, NOVA SCOTIA.

This institution which was founded sixty-five years ago originated with four clergymen in the city of New York of whom the Rev. Dr. Inglis, first Bishop of Nova Scotia and father of the second, was one. At that time, Nova Scotia, New Brunswick and Prince Edwards' Island formed but one Province. The local legislature granted a sum of money to purchase a site for the College, and gave £400 sterling per annum towards defraying its expenses. The Home government also granted aid towards the erection of the building, and £1,000 per annum for its support, and that of the academy at Windsor. The imperial endowments were however subsequently withdrawn; and an effort was made to withdraw that granted by the local legislature. In consequence of some objections to the college to provide against such a contingency it is now designed to raise by subscriptions a permanent fund of £10,000, with which to endow the College. Contributions of £100 entitle the donor and his heirs to a free scholarship in perpetuity. A gentleman in Nova Scotia has offerred to give £1,000 towards the fund provided the other £9,000 be collected by a certain day.—*Condensed from Hazard's Gazette.*

PROGRESS OF EDUCATION IN NOVA SCOTIA.

In 1832, there were in Nova Scotia proper 420 schools, containing 11,771 scholars. In 1851, there were 915 schools, with 26,554 scholars, being in the proportion of one pupil to every 8¼ of the population, a proportion usually regarded as denoting an adequate supply of the means of elementary instruction. This is so far satisfactory. Still more so is the passage of the Act for the Establishment of a Normal School. If that Institution be founded on a liberal basis,—if it be well supplied with the apparatus of sound and useful learning and science,—if it be generously sustained,—and if it be managed with judgment and energy, it will prove a blessing of no common magnitude and worth. I cannot but hope that the enlightened zeal which prompted the measure will continue to be encouraged by a patriotic legislature, and that the intellectual growth of the people will not be checked by mean and sordid calculations; for it is written by the pen of inspiration that "happy is the man that findeth wisdom, and the man that getteth understanding, for the merchandise thereof is better than the merchandise of silver, and the gain thereof than fine gold." I may further observe, that the common schools of this country stand greatly in need of improvement, as the Reports of the superintendents of education abundantly testify, and that, their improvement mainly depends on the qualifications, mental and moral, of the teachers. The incompetency of a large number of the persons now holding that office is justly complained of by the superintendents. If, therefore, in the Institution about to be established, a judicious system of instruction be adopted, suited to the state and wants of the people of this province,—if care be taken that the teachers are thoroughly instructed and trained, and their capabilities practically tested, by drilling them in tuition from the alphabet form to the highest class,—and if uniformity of method, (including text books) be prescribed, we may anticipate brilliant results in the course of the next few years. And here I may be allowed to remark, that the recent efforts made by various religious bodies for the endowment of their Educational Institutions are among the most noticeable signs of the times in Nova Scotia. It cannot be said that we are not making progress, when the fact is recorded that the sum of thirty thousand pounds has been subscribed in this small province, within the last three years, for the purpose above mentioned.—*From a lecture on "The progress and prospects of Nova Scotia," by the Rev. Dr. Cramp, Halifax Oct. 23rd, 1854.*

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The Duke of Argyle has been elected Lord Rector of Glasgow University by a majority of 22 over Mr. Disraeli, the conservative candidate....An official communication has been received by the Registrar of Queen's College, Belfast, to the effect that students of the Queen's Colleges who have taken the degree of A. B. at the Queen's University in Ireland, will be admitted as candidates for orders of the Church of England and Ireland, after an attendance of one year at St. Aidan's College, Birkenhead, which is under the direction of the Archbishop of Canterbury....The Working Men's College, Red Lion Square, London numbers already 114 students within the first week of its opening. Most of these students attend two or three, and some as many as four or five classes; so that the average attendance on all the classes far exceeds the total number of the scholars. This excess is the more gratifying because, as no member is admitted into the college without having passed a preliminary examination in reading, writing, and the first four rules of arithmetic, a sure indication is afforded of the serious purpose for improvement in those who have availed themselves of the instruction offered by the college,....The Red Lodge, Park-row, Bristol, has been purchased by Lady Byron, the widow of the poet, and by her placed at the disposal of Miss Carpenter, for the purpose of the reformatory schools established by that lady....The foundation stone of Dr. Duff's new educational institution at Calcutta, was laid on the 27th of July, in the presence of thousands of the natives, who took, apparently, much interest in the ceremony. The Dr. feels severely the affliction which prohibits his return to India for many months. He is now in the South of Europe.

EDUCATION IN SCOTLAND.—From a parliamentary paper recently issued, it appears that there are in Scotland 4,984 schools, whereof 1,138 are burgh or parochial schools, 2,104 endowed (other than burgh and parochial) schools, 1,567 adventure schools, and 175 charity schools. The burgh or parochial schools have 1,342 teachers, and educate 85,190 scholars, of whom 10,257 are educated gratuitously; the endowed schools, with 3,265 teachers, educate 175,031 scholars (20,362 gratuitously); and the adventure schools, with 2,150 teachers, educate 87,660 scholars, of whom 2,173 are gratuitously educated; and the charity schools, with 284 teachers, educate 16,000 all gratuitously, with the exception of about 300 children who make some slight payment. The total number of teachers is 7,041; of scholars, 361,481; and of gratuitously educated children, 49,100. The total salaries and incomes of those schools amount to £271,641 13s 2d., of which the burgh or parochial schools have £78,382 3s 6d; the endowed, other than burgh and parochial schools, £117,844 15s 2d; the adventure schools, £64,621 1s 6d; and the charity schools, £10,793 13s.

EDUCATION IN IRELAND.—CORRECTION.

His Grace the Archbishop of Dublin has favoured us with a communication in regard to the notice of the Irish National Schools, which appeared in the *Journal of Education* for November last. He says, The Commissioners have omitted [from their report] some most important particulars. The District Model School at Clonmel was built at a great expence, on a very grand scale, wholly at the cost of the government. And it had for several years from 300 to 400 pupils, of all religious denominations, and would have had more had there been room: and it flourished much. The pupils, are now reduced to *four*, owing to grants having been made by the Board to other schools near wholly under sectarian patronage. And the like is going on, I understand, in most of the other District Model Schools.

EDUCATION IN CUBA.—The Captain General appears fully alive to the great importance of this subject. By a recent decree, a thorough reformation of the existing schools is to take place, and numerous other schools established in which the arts and sciences, as well as the ordinary branches of education are to be taught without charge. The large sum of $50,000 per annum is granted from the Island revenue for the support of these schools; also the buildings belonging to the churches of San Felipe and San Isideo, the (Bishop's) Botanic Garden, and the grounds surrounding the suburban residence of the Captain-General, are likewise devoted to the benefit of these schools.

UNITED STATES.

MONTHLY SUMMARY.

There are in New York City, 216 public schools, with 1,084 teachers; whose salaries amount to over $300,000....A well-attended and spirited meeting of the friends of the People's College was held at Elmira N. Y. on the evening of the 22d. ult. The Trustees met at an early hour of the day, and, notwithstanding the pressure of the money market, resolved to push the work forward with all possible speed....The annual report of the Boston schools contains the following statistics; "The whole number of boys in the Public Grammar, Latin, English High and Model Schools was 5,177; do. of girls, 4,887; and 140 in the Normal School. Total, 10,204. The average attendance was 9,721; number of seats, 11,327. Scholars between 5 and 15 years of age, 9,529; over 15, 675. Number of masters, 26; of sub-masters, 14; ushers, 14; and female assistants, 165." Boston is proud of her schools, and she has reason to be. Many have been educated in them who have distinguished themselves in their life-pursuits. One of the most distinguished American artists, was a pupil in the Franklin school a few years since.

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INTERESTING VISIT TO THE GROUNDS OF THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

The directors of the New York Institution for the Instruction of the Deaf and Dumb recently visited the grounds at Fanwood, and inspected the buildings now in process of erection there for the use of the Institution.

The visit to Fanwood was made very pleasant by the presence of Sir C. Grey, late Governor of Jamaica, and formerly Chief Justice of Calcutta, and member of the British Parliament and of the Privy Council, and by the attendance of the pupils of the high class. The president, Dr. Peet, introduced the distinguished visitor to the class through the sign language, and each of the young ladies and gentlemen recorded upon slates, the name, rank, and places visited by Sir Charles, with such thoughts as suggested themselves by the introduction and surrounding circumstances.

Nothing could have been more appropriate and pertinent than these answers, and the answers to other questions suggested by the visitors. They left a strong impression upon the mind of Sir Charles Grey, who thanked the class, through the president, for the very handsome manner in which he had been received, and for the unmerited distinction which had been accorded to him. While he could not deny, he said, that he had filled the respective places named by the pupils, he felt that he was but a very poor specimen of of a true British subject. He felt, too, that compared with the president of such an institution as that for the education of the deaf and dumb, his life was altogether undistinguished. The visit he was making and the interview he enjoyed would leave a deep impression upon his mind, which would last as long as he lived,—and if he should meet some of those present no more on earth, he hoped, in the words of one of the pupils, that they might meet in heaven.

After the exercises, a collation was served and speeches were made by the visitors. In reply to a toast, Mr. Brooks, of the Senate, was called upon to speak for the Legislature. He alluded, however, mainly to the visit of the distinguished gentleman present; to the origin of similar institutions in Europe and the United States; to the sentiments of affection, charity and good will which they inculcated, and to the moral effect which they ought to exercise among men of a kindred language, and nations of kindred sympathies. In conclusion, he toasted "British charity and British literature."

Sir Charles Grey responded in a very handsome and eloquent speech, full of good will and good feeling for the people of this country. He spoke of us as a military people, and yet, as he hoped and believed from the evidences he had seen, a religious people. There were no bounds to the physical growth and moral influences of such a country as this.

Rev. Dr. Adams being called upon, alluded to the influence of the English language throughout the world, and of the moral power of the British and American people. He was proud of his Norman ancestry, and of English and Americans who forget that they were divided when they were doing so much in the same good cause. He cited with pleasure the recent agreement made by eminent British philantropists to work for the reformation of the heathen nations of the old world through the missionary societies of the United States.

Judge Campbell, one of the directors, was called out by the president, and made a fine address on the subject of the English language, literature, and charity, and especially upon the good influences springing from international courtesy, such as he had experienced when in England, and such as he delighted to see shown by our conntrymen toward distinguished foreigners in the United States.

A profitable and delightful hour was occupied in hearing these respective addresses, and we have seldom heard anything more simple, truthful and elegant than the remarks of Sir Charles Grey, and those of the Rev. Dr. Adams and Judge Campbell.—*N. Y. Express.*

CENTENNIAL ANNIVERSARY OF COLUMBIA COLLEGE: HISTORICAL REMINISCENCES.

Mr. Bolden tells us, in his review of "New York, Past, Present and Future," that "at various times during the early part of last century, the establishment of a seat of learning was proposed, but it was not until 1746 that vigorous measures were set on foot for the accomplishment of this object. A controversy as to the religious character of the intended college was terminated by the adoption of Episcopal forms, and, *on the 31st of October*, 1754, a charter under the royal seals, giving to the new institution the name of King's College, was obtained." After the revolution, the name was changed to Columbia College.

At the recent Centennial Anniversary of the College Charter, the Rev. Dr. Williams read a very copious and eloquent address, narrating the history of the College from the date of its foundation. He remarked that—

This College was established amid apprehensions and conflicts excited by fears that it would be used, under the guidance of the Church of England, to support the arbitrary power of Great Britain. It was soon seen, however, that these fears were groundless.

John Jay, the framer of the first republican constitution of our state, the first Chief Justice of the United States—John Jay, the patriot and Christian—was one of the practical gifts of this College to the revolution. He showed himself, by his inflexible integrity, to be the Aristides of the revolution, That revolution took from the shades of this College Alexander Hamilton. James Milnor, Robert W. Livingston, Edward Benson, Gouverneur Morris and Henry Rutgers, who were among the early graduates of this institution.

After the restitution of the College in 1784, under the new name, DeWitt Clinton was the first student whose name was entered in the list, Daniel D. Tomkins, another Governor, and also Vice President of the United States, was in the same class. His most enduring monument was the part he took in establishing the common school system. John Stevens, of Hoboken, was among the graduates, and he, and Robert W. Livingston, also a graduate, were the friends and patrons of Robert Fulton.

Coming to later times, in the profession of the law, it excites our gratitude that among her sons set apart for this service, so many have been found who among the entanglements of their profession have kept their career unsullied. Thrice blessed is that community, and thrice armed, whose advocates are resolved never to forget their own dignities amid their encounters with their foes, and who hold the law to be the refuge of innocence and the terror of crime. It is refreshing to remember the honored son of an honored father, who stood among the highest as an equity lawyer, and who among his professional engagements preserved a love of literature—Peter Augustus Jay. Though not an alumnus of this College, yet James Kent for many years occupied a professor's chair within its walls, and Kent's Commentaries were written and used first before the law class in this College. Of medical men we can speak of Bard, Hossack, Mitchell and Post.

To the Christian ministry many graduates of this institution have consecrated their lives. None wielded among them so wide an influence as John M. Mason. I could name, also, Phillip Milledoler, Alexander Proudfit, Gregory D. Bedell, Cornelius R. Duffy, and Hugh Smith.

The institution has lent its influence to others than those who have finished their education within its walls. John Randolph, of Roanoke, the apt scholar, the brilliant critic, though perhaps unsafe leader, was a transient occupant of the College hall. John L. Stephens, genial, self-possessed, acute and active, was also for a time in the institution. He never gave to his College studies great attention, but his practical powers seemed ever to prosper him. His travels in Central America and in the East are known, as is his last great enterprise of establishing a railroad communication across the Isthmus of Panama.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The *Canadian Journal* for November says that the month of October, 1854, was the warmest on the records of the Toronto Observatory; and was remarkable for sudden changes of temperature; the mean temperature of the 19th was 9° colder than the mean normal temperature of that day, and that of the 30th was 17° 7 warmer than its mean normal temperature. The amount of rain was small, being the least but two (October, 1841, and 1853,) on the list for the last fifteen years; it was, in short, a warm dry month....A pamphlet entitled "A Letter to the Emperor on the Eastern Question," is attracting attention. Internal evidence would seem to indicate it to be the production of a Pole, but well informed persons attribute it to M. de Persigny. It appears, indeed, very likely that it was written to order, under the very dictation of his Majesty, to serve as a feeler of public opinion. Its whole theme is the reconstitution of the kingdom of Poland by France, as a much surer way of breaking up Russia, than by ravaging its coasts, destroying its commerce, and even dismantling its fortresses. It looks to another season of belligerence, and to the contingency of Russia's still resisting, after the fall of Sebastopol. There can be no doubt that this letter is meant as a pilot balloon, and to prepare the people for the continuance of the war, during the period of the Exposition of Peace. If the Czar intends to be first in this race of enfranchisement, he must lose no time in offering Hungary her freedom; Austria is certainly giving him a fair chance....The author of the brilliant description in *The Times* of the battle of Balaklava,

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is reported to be Mr. W. Scott Russell. That letter written on the field of battle has excited admiration in all quarters. Mr. Somerville, "one who has whistled at the plough," is said to be the *Morning Herald* correspondent in the Crimea.....Sebastopol is pronounced with the accent on the penult, being analogous to Constantinople, Adrianople, etc. The termination is derived from a Greek word meaning a town....The Government has ordered a copy of every Government *Gazette* containing news of the war to be sent to every sub-postmaster in the kingdom, in order that the contents might be made public....At the burial of Marshal St. Arnaud, the flags of England and France, for the first time in history, covered the same coffin, and Mussulman cannon resounded in sign of grief at the funeral of a Christian General....John Gibson Lockhart, the son-in-law of Sir Walter Scott, died of paralysis on Saturday evening, the 24th, at Abbotsford, whither he had gone in the hope of recruiting his health....Professor E. Forbes, the eminent professor of natural history in the University of Edinburgh. The Professor was only in his 39th year....English papers announce the death of George Mogridge. Esq., better known as "Old Humphrey," under which name he has, in his numerous writings, long ministered to the amusement and instruction of both old and young....There are 160,000 books in the public libraries of Boston. They will soon be increased to 200,000 volumes. The great city of New York, with colleges and theological schools, has but 295,500 volumes in all its public libraries, while Philadelphia has but 238,500 ....There are three classes of readers; some enjoy without judgment; others judge without enjoyment; and some there are who judge while they enjoy, and enjoy while they judge. The latter class reproduces the work of art on which it is engaged. Its numbers are very small....After five years of uninterrupted labour, a construction, which for grandeur and solidity surpasses any other work of modern architecture in the States of the Church, has just been completed in the mountains of Albano. It is a bridge of five arcades, placed one over another, and each as high as a house; it has been built in order to form a direct communication over the deep valley between Albano and Aricia, on the road from Naples....It is a curious fact in science, that glass resists the action of all acids except fluoric; it loses nothing in weight by use or age; it is more capable than all other substances of receiving the highest polish,—if melted several times over, and properly cooled in the furnace; receiving a polish almost rivalling the diamond in brilliancy. It is capable of receiving the richest colors produced from gold or other metallic coloring, and will retain its original brilliancy of hue for ages. Medals, too, embedded in glass, can be made to retain forever their original purity and appearance... According to a correspondent of *Herapath's Journal*, steam power is to be superseded by "Poulson's Patent Pendulum T-lever," which will be brought before the public in about a month. Two men in a sitting position will be able to propel a railway engine of twenty-five horse-power, with its full complement of carriages, at any speed to be attained by steam-power. The tenders and boilers of the present engines will be constructed of about one-fourth the weight, and at, say, one-sixth or one one-eighth the cost. The wheels and frames of the present engines will be available for the new ones.

Niagara Suspension Bridge.—The suspension bridge at Niagara Falls will be finished by the first of January next. The following dimensions will give an idea of the magnitude and strength of this incomparable bridge:—Length of distance from the centre of the towers 822 feet, height of the towers above the rocks on the New York side 89 feet, height on the Canada side 37 feet, height of the track above the water 260 feet, number of wire cables 4; diameter of the cables 10 inches, number of strands of No. 9 wire in cables; 3.659; weight of the entire bridge 750 tons, weight of the bridge and of the heaviest load that can be put on it 1250 tons, greatest weight which the cables and supports can bear 7300 tons.

The Wonders of Photography.—At a *conversazione* at the Polytechnic Institution in Paris, a curious illustration was given of the capabilities of photography in experienced hands. Two photographs were exhibited, one the largest and the other the smallest, ever produced by the process. The first was a portrait the full size of life, and the last was a copy of the front sheet of the London Times on a surface scarcely exceeding two inches by three. Both pictures were exceedingly perfect, the portrait, it is said, being more pleasing and far more correct than those usually produced, while the copy, notwithstanding its exceeding minuteness, could be read without the aid of a magnifying glass.

Parliamentary Grants in Aid of Education, Literature and Science in Upper and Lower Canada for 1854.

The Legislature has, in the late estimates, granted £20,376 in aid of various colleges and academies in Lower Canada; £17,265 of this sum are derived from exclusively Lower Canadian sources—leaving but £3,111 to be provided for out of the general revenue, to equal a like sum granted from the revenue in aid of colleges, &c., in Upper Canada. £15,000 are also added to the School Grant of the two sections of the Province. In addition, £250 are granted to each of the Faculties of Medicine in McGill College, Laval University and Montreal School of Medicine, Lower Canada; and the same amount to the School of Medicine, Queen's College, Kingston, Upper Canada; £1200 to the Nautical College, Quebec; £500 to the Industrial Farm connected with University College, Toronto; £400 to the Quebec Magnetic Observatory; £1,200 to the Toronto Observatory, including the purchase of some instruments; £2,000 to the Parliamentary Library; £121 13s. 4d. to M. De Rottermund, for his expenses in procuring, in Paris, books, maps and scientific objects for the use of the Province; £5,000 towards the expenses in contributing to the French Industrial Exhibition; £2,000 additional for the Geological Survey of the Province, and $4,300 in aid of various Institutes and Literary Societies in Upper and Lower Canada.

Electric Telegraph Between England and America.—The project of connecting telegraphically, Great Britain with America is at the present moment seriously engaging the attention of scientific and commercial men. Daring engineers are sanguine of the practicability of laying a submarine cable directly across the Atlantic, from Galway to Cape Race, in Newfoundland. The chief question is, whether, if a line were laid, an electric current can be passed through three thousand miles of a cable! Professor Faraday and others, whose opinions must be regarded as weighty, believe that it could not. And so (says the Glasgow Commonwealth) by far the larger proportion of scientific men favor the route to America *via* Scotland.

"To escape the at present dubious ocean path," says a well informed writer in the current number of the Quarterly Review, "It is proposed to carry the cable from the Northernmost point of the Highlands of Scotland to Iceland, by way of the Orkney, Shetland, and Ferroe Islands—to lay it from Iceland across to the nearest point in Greenland, thence down the coast to Cape Farewell, where the cable would again take to the water, span Davis' Straits, and make right away across Labrador to Quebec. Here it would lock in with the North American meshwork of wires, which hold themselves out like an open hand for the European grasp. This plan seems quite feasible, for in no part of the journey would the cable require to be more than 900 miles long; and as it seems pretty certain that a sand bank extends, with good soundings, all the way to Cape Farewell, there would be little difficulty in mooring the cable to a level and soft bottom. The only obstacle that we see is the strong partiality of the Esquimaux for old iron. The mere expense of making and laying the cable would not be much more than double that of building the new Westminister Bridge across the Thames.

The Magnet.—The magnet or loadstone is an oxygen of a peculiar character, found occasionally in beds of iron ore. The colors vary in different specimens, but usually of a dark grey hue, and has a dull metallic lustre. It was first discovered in Magnesia, Asia, hence the name magnet. It is found in considerable masses in the iron mines of Sweden and Norway, in the Isle of Elba, in different parts of Arabia, China, Siam, in the Philippian Islands, and in North America. Though commonly met with in irregularly formed masses only a few inches in diameter, yet it is found of much larger size. One carried from Moscow to London, a few years since, weighed 125 pounds, and supported more than 200 pounds of iron. Artificial magnets are so constructed as to have a greater intensity of attractive power than the natural ones. It has likewise been found that meteoric stones possess a strong magnetic virtue, resembling the loadstone of the earth.

Discoveries in the Old Red Sandstone in Scotland.—The *John O' Groat Journal* says, within the last few weeks two very important and highly interesting discoveries have been made in the Lower Old Red Sandstone beds of Wick and Thurso, by Mr. Peach of this place, the well-known naturalist and zoölogist. Fossil wood and shells, the existence of which in Caithness was hitherto unknown, have been abundantly found *in situ;* the former at Thurso and both wood and shells at Wick and in the vicinity; the shells having undergone considerable abrasion. These are facts extremely interesting to geologists, and will give new life to the explorers of the old red sandstone formation, bestowing as they do, positive evidence of what has formerly been considered at best but doubtful—the existence of vegetable organism *in the land* of the Old Red period

> "All forms that perish other forms supply;
> By turns we catch the vital breath and die."

Instantaneous Flowering of Plants.—On Saturday, M. Laurent, of Onslow House, Brompton, exhibited to a few visitors some experiments in the instantaneous flowering of plants by a process said to be peculiar. The

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plants to be experimented upon, a selection of geraniums and a rose tree were placed in two deep boxes, of, to all appearance, common garden mould, and, having been covered with glass shades or bells, each having a small hole in the top, which was at first plugged, M. Herbert proceeded to *water* them, if we may use the word, with some chemical amalgam, which acting upon the chemicals already in the earth, for it was evidently, and, indeed, was admitted to be prepared for the purpose, caused a high degree of heat, as was evinced by the rising of a steam or vapor within the ball, which was allowed in some measure to escape through the hole alluded to, and, indeed, by the feel of this vapour, M. Herbert appeared to regulate the heat necessary to effect his object. In about five or six minutes from the commencement of operations, the buds on the geraniums began to open, and within ten or twelve minutes they were in full bloom, and the blossoms distributed among the ladies present. The experiment with the rose-tree was unsuccessful, M. Herbert alleging that it had only been in his possession about half-an-hour, and he had, therefore, not had sufficient time to prepare it. From this it will be seen that the whole of the operation is not so instantaneous as would appear to the mere looker-on at the moment of blossoming; but, nevertheless, the invention may prove useful to those who wish to deck their boudoirs or drawing-rooms with flowers before nature brings them forth in due course.—*Observer.*

ANCIENT BABYLON.

It may be known to many of our readers that the French Government has employed a party of gentlemen to explore the site of ancient Babylon. From reports just received from them it appears that they have ascertained, beyond reasonable doubt, that the ruins beneath a tumulus called the Kasr are those of the marvellous palace-citadel of Semiramis and Nebuchadnezzar. They are in such a state of confusion and decay that it is impossible to form from them any idea of the extent or character of the edifice. They appear however, to extend beneath the bed of the Euphrates—a circumstance accounted for by the change in the course of the River. In them have been found sarchophagi, of clumsy execution and strange form, and so small that the bodies of the dead must have been packed up in them—the chin touching the knees, and the arms being pressed on the breast by the legs. These sarcophagi have every appearance of having been used for the lowest class of society; but notwithstanding the place in which they were found, the discoverers are inclined to think that they are of Parthian not Chaldean origin. There have also been found numerous fragments of enamelled bricks, containing portions of the figures of men and animals, together with cuneiform inscriptions—the latter white in colour on a blue ground. According to M. Fresnel, the chief of the expedition, these bricks afford a strong proof that the ruins are those of the palace of Nebuchadnezzar, inasmuch as the ornaments on them appear to be sporting subjects, such as are described by Ctesias and Diodorus. The foundations having been dug down to in certain parts, it has been ascertained that they are formed of bricks about a foot square, united by strong cement, and they are in blocks, as if they had been sapped in all directions. In a tumulus called Amran, to the south of Kasr, interesting discoveries have also been made. They appear to be the ruins of the dependencies of the palace situated on the left bank of the Euphrates; and they contain numerous sarcophagi, in which were found skeletons clothed in a sort of armour, and crowns of gold on their heads. When touched, the skeletons, with the exception of some parts of the skulls, fell into dust; but the iron, though rusty, and the gold of the crowns, are in a fair state of preservation. M. Fresnel thinks that the dead in the sarcophagi were some of the soldiers of Alexander or Seleucus. The crowns are simple bands, with three leaves in the shape of laurel on one side, and three on the other. The leaves are very neatly executed. Beneath the bands are leaves of gold, which it is supposed covered the eyes. From the quantity of iron found in some of the coffins it appears that the bodies were entirely enveloped in it; and in one there is no iron but some ear-rings, a proof that it was occupied by a female. The sarcophagi are about two and three-quarter yards in length by between half and three-quarters of a yard wide, and are entirely formed of bricks united by mortar. In addition to all this, a tomb containing statuettes in marble or alabaster, of Juno, Venus, and a reclining figure wearing a Phrygian cap, together with some rings, ear-rings, and other articles of jewellery, has been found, as have also numerous statuettes, vases phials, articles of pottery, black stones, &c., &c., of Greek Persian, or Chaldean workmanship.—*Literary Gazette.*

A MAGNIFICENT EYE OF SCIENCE.

The Telescope recently procured for the Observatory at Ann Arbor, Michigan, is the third in size in the world. The object glass is thirteen inches in diameter. Few persons have a correct idea of the time, the toil and the skill requisite to prepare one of these glasses. First, there are the manufactures of the rough disks. A mass of glass weighing about 800 lbs. is melted together. When in a state of perfect fusion, the furnace is walled up, and the whole is left to cool gradually. The cooling process occupies some two months. By this process the glass is annealed. Afterwards the furnace walls are removed. The entire mass is then fractured, the manner of doing this is a secret with the manufacturers; but it is accomplished in such a way that every piece is homogeneous in refractive power. The pieces are next softened by heat and pressed into moulds, giving disks of different size. The telescope-makers purchase these and grind them into the required thickness and lens-form. Two separate disks, one of crown, and the other of flint glass, are necessary to form an object glass. One of these is concave, the other convex. It is by the union of the two that the object glass is made achromatic. The grinding is a slow and most difficult process, as the utmost exactitude must be attained. First, the edge is ground to enable the maker to see whether the glass is clear and without air bubbles. It not unfrequently happens that many disks have to be rejected. When a very superior glass is finished, it is of great value. The twelve inch glass of the Cincinnati Observatory alone cost $6,000. And so it is, that these great lidless eyes of science are carved and polished, and turned towards the upper deep, unravelling the mighty lace-work woven in the loom of God.—*Chicago Journal.*

RUINS OF THE ALEXANDRIAN LIBRARY.

It is stated in the London News, that Captain Newnham, an Admiralty agent on the Southampton station, who has just returned from Alexandria, visited, while there, the ruins of the Alexandrian Library. A large mound in Alexandria has been believed for ages to mark the spot where once stood the famous library which was burned by the Caliph Omar. This mound is now in process of removal, and splendid houses are to be built on its site.—While Capt. Newnham was there, an immense stone of blue granite was dug out, which weighed several tons, and is covered with apparently Copticletters. The Captain was unable to take a tracing of these letters. Beneath the mound the remains of a building, something like a star fort, have been discovered, and masses of double columns—also signs of wells of water, and of places for heating. The brick work is of immense strength and thickness —the brick being not so thick as English ones, but longer and broader. An immense number of Arab boys and girls were engaged in carrying away the rubbish in baskets.—Capt. Newnham picked up many curiosities there, such as pieces of conglomerated brick, mortar and metal work, bearing evident marks of having being fused together by intense heat. The Captain learned in Egypt that the French *savant* who discovered the buried city of Socarah, beyond Grand Cairo, was picking up an immense number of treasures for transportation to France.

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WANTED, a MALE TEACHER, holding a SECOND CLASS CERTIFICATE, for SCHOOL SECTION No. 3, in SEYMOUR. A Normal School Teacher will be preferred. Apply to the Trustees, JOHN JOHNSTONE and GRANVILLE ROLO.—Seymour West, Jan. 26th, 1855.

WANTED A SCHOOL by a MAN whose present engagement terminates in December. He has had several years experience in School Teaching, and at present holds a First Class Certificate from the Board of Instruction for the United Counties of York, Ontario and Peel, and can produce a certificate from the Trustees of each School Section in which he has taught. Apply by letter (pre-paid) to W. M., at BUTTONVILLE P. O., Markham, stating salary.—November, 1854.

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CONTENTS OF THIS NUMBER.

	PAGE
I. EDITORIAL.—1. Programme of Public Instruction in Upper Canada. 2. To Trustees—Amended Common School Regulations	17
II. Programme of Studies for Colleges affiliated with the University of Toronto	18
III. Programme of Studies and General Regulations for Grammar Schools in Upper Canada, with List of authorised Text-Books	22
IV. Programme of Studies in the Upper Canada Model School, with Explanatory Remarks	26
V. Amended Common School Regulations	29
VI. Official Circular to Grammar School Trustees	31
VII. Official Circular and Notices relating to Public Libraries, and Normal School Teachers	32

PROGRAMME OF PUBLIC INSTRUCTION IN UPPER CANADA.

The Programme of Public Instruction, as provided by law in Upper Canada, and extending from the Primary School up to the University, is published for the first time, in this number of the *Journal of Education*. The order and classification of subjects taught in the *Common Schools*, will be found in the Programme (pp. 26, 27) of the Upper Canada Model School in connexion with the Normal School, and in which all student teachers of the Normal School practice teaching a portion of each week. On page 28 will be found the Programme and Classification of Studies in the *Grammar Schools;* and on pages 18–22 is inserted the Programme of Studies which has been prepared by the Senate of the University of Toronto and approved by the Governor General in Council, for all the Colleges in Upper Canada affiliated with it.

In no other country or state in America does there exist a system of Public Instruction so matured, comprehensive and complete, as that which is now established and endowed by Legislative authority in Upper Canada. The Chief Superintendent of Schools in his first "Report on a System of Public Elementary Instruction for Upper Canada," in 1846, after having historically and practically sketched such a system, (pp. 149–155,) and stated the gradation and kinds of schools required to complete it, observed as follows:

"Under this view the same principles and spirit would pervade the entire system, from the Primary School up to the University."—"In the carrying out and completion of such a system, the courses of instruction in each class of schools would be prescribed, as also the qualifications for admission into them, above the Primary Schools; each school would occupy its appropriate place, and each teacher would have his appropriate work."—"The full development of such a system of schools is not the work of a day; but I hope the day is not distant when its essential features will be seen in our own system of Public Instruction, and when its unnumbered advantages will begin to be enjoyed by the Canadian people."*

We rejoice to be permitted to witness the realization of views and anticipations thus expressed nine years since.

A careful examination of the *Collegiate course* of studies, with the options allowed and provided for, will satisfy any person who may take the pains to examine the subject, that it is not excelled in the collegiate system of any University, in either Europe or America, for comprehensiveness and practical adaptation to the various talents, circumstances and intended pursuits of students. In addition to this, the large sum of £3,000 or $12,000 per annum is appropriated in scholarships and prizes to assist and encourage meritorious youth to secure the inestimable blessings of a liberal education. The manner in which these pecuniary helps and encouragements are to be distributed (as is clearly explained by the Vice-Chancellor, Rev. Dr. M'Caul, in the notes interspersed throughout the Programme) is happily adapted to call into exercise the various talents of young men in the different branches of useful learning; and the fact that each of these scholarships is made tenable for only one year at a time, is well calculated to stimulate and reward *persevering* exertion. We know of no country in which, in proportion to its population, so liberal pecuniary assistance is given to youth, to acquire the best collegiate education; and we shall be greatly disappointed if it does not contribute powerfully to promote the interests of higher education in Upper

* In another part of the same Report, (page 9) the object, character and principles of the System are thus summarily stated:

"By Education, I mean not the acquisition of certain branches of knowledge, but that instruction and discipline which qualify and dispose the subjects of it for their appropriate duties and employments in life, as Christians, as persons of business, and also as members of the civil community in which they live. The basis of an educational structure adapted to this end should be as broad as the population of the country; and its loftiest elevation should equal the highest demands of the learned professions, adapting its gradation of schools to the wants of the several classes of the community, and to their respective employments and professions—the one rising above the other—the one conducting to the other; yet each complete in itself for the degree of education it imparts; a character of uniformity pervading the whole; the whole based upon the principles of Christianity, and uniting the combined influence and support of the Government and People."

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Canada, and ultimately to the intellectual elevation of the country.

But this Programme of Studies is not yet completed, as the Senate of the University have now under consideration Courses of Study in *Agriculture* and *Civil Engineering*, to each of which several scholarships are attached; also a Course of Study for Law Students—a Course of Study for Students in Medicine having already been prescribed.

The *Programme of Studies for the Grammar Schools*, and the Rules and Regulations of which it forms a part, appear no less appropriate to that class of intermediate institutions which form a connecting link between the Common Schools and University Colleges, and in which is imparted a higher English, and a preparatory classical education for the Colleges. The first communication made by the Government to the Chief Superintendent of Schools, under the administration of Sir Edmund Head, contains His Excellency's approval of these Regulations. Sir Edmund Head is known to be an accomplished scholar, as well as an able statesman—having obtained a Fellowship at Oxford, and having held the office of College Tutor for some years, and having been chosen a Public Examiner of the University; holding that distinguished place, as we have been told, when the Earl of Elgin took his degree of B.A. at Oxford. It was therefore very gratifying to find that His Excellency, in assenting to these Regulations, did not confine himself to the usual official form of approval, but directed Mr. Assistant Secretary Meredith to add the following paragraph:

"In communicating this, I am directed to add for the information of the Council of Public Instruction, that the Rules and Regulations in question appear to His Excellency to have been prepared with care, and to be well adapted for the good government of the Schools for which they are intended."

The subjects and classification of studies provided to be taught in the *Common Schools*, as practically exhibited in the Programme of the Upper Canada Model School, require no remark, as the system has been successfully tested, and is making rapid progress in the country. On this point, and on the subject of educational progress generally in Upper Canada, we are happy to avail ourselves of the testimony of Chief Justice Robinson, whose high character and large experience in the country are only equalled by the cordiality and earnestness with which he has, on all possible occasions, given his support to the present Common School System in Upper Canada. In the course of his address to the Canadian Institute, delivered the 6th ult., after his re-election as President of that excellent Association, Chief Justice Robinson remarks as follows:

"No expense is grudged, and no labour spared, in cultivating the minds of the youth of the Province of all ranks, and such are the efforts which are being made to this end, that it does not appear extravagant to say that we may expect, in a few years, to find ourselves living among a people, who, to speak of them in the mass, will be as able as any other that can be named, either ancient or modern, to comprehend the nature and value of discoveries that may be made in the arts and sciences, and to adopt and improve upon such suggestions as may be thrown out by men of superior genius and attainments.

"If the system of Common School education which pervades all parts of Upper Canada, shall continue to be maintained in full efficiency, which there is no reason to doubt, the number of those who can enter with pleasure and profit into discussions upon subjects of science will be immensely increased; and those whose generous aim it may be to enlighten and improve others by communicating freely the results of their own researches and experiments, will find abundance of hearers and readers able to understand and reason upon their theories.

"There is good ground, too, for expectation that, with the advantage of the Public Libraries, selected as they are with care and judgment, which are being formed within the several counties, and even within each school section, a spirit of inquiry will be fostered, and an ambition excited to be distinguished in scientific pursuits, which we may hope will in time add largely to the number and variety of interesting contributions to the Institute."

AMENDED COMMON SCHOOL REGULATIONS.

The attention of Trustees and Teachers of Common Schools, and of others concerned is directed to the amended Regulations on page 29 as to the Daily Religious Exercises of Schools, and the additional regulations as to the duties of Teachers and Pupils. It should be borne in mind by all parties that Trustees of School Sections have no authority to levy a rate bill (that is a charge to parents for children attending the school, as distinguished from a rate on the property of the section) except by a vote of a School Section meeting—that they cannot levy a rate bill exceeding one shilling and three pence per month for each pupil—that they cannot levy a rate bill for a less period than one month—that every pupil entering a rate-bill school is liable to pay the rate bill for one month, or one quarter, whether he attends every school day, or only three days, of the month or quarter. The schoolhouse is provided and the teacher is employed to teach every day, and if pupils do not attend the school, the loss of such absence should fall upon the parties causing it, and not upon the Teacher or the Trustees, or the School Section. But the Regulations referred to, as to the duty of pupils, will remedy most of the evils of irregular attendance at school.

PROGRAMME OF STUDIES PRESCRIBED BY THE SENATE OF THE UNIVERSITY OF TORONTO, FOR COLLEGES IN AFFILIATION WITH THE UNIVERSITY.

FACULTY OF ARTS.

The degrees conferred in this Faculty are B.A and M.A. There are two modes of proceeding to the degree of B.A. According to one, the requisites are—

(1) Having passed an examination in the subjects prescribed for Candidates for Matriculation. (2) Being of the standing of four years from Matriculation. (3) Having passed in each of these years an examination in the subjects prescribed for each such year of the course appointed for Undergraduates in the Faculty of Arts.

According to the other mode of proceeding to the degree of B.A., the requisites are—

(1) Having passed an examination in the subjects prescribed for Students of the standing of two years from Matriculation. (2) Being of the standing of two years from Matriculation. (3) Having passed in each of these years an examination in the subjects prescribed for each such year of the course appointed for Undergraduates in the Faculty of Arts.

Candidates for Matriculation, according to the first mode, are required to produce satisfactory certificates of good conduct, and of having completed the 14th year of their age.

Candidates for Matriculation, according to the second mode, are required to produce similar certificates of good conduct, and of having completed the 16th year of their age.

N. B. Neither residence nor attendance on lectures is required as a qualification for the degree.

There are also two modes of proceeding to the degree of M.A.

According to one, the requisites are—

(1) Being of the standing of one year from admission to the degree of B.A. (2) Having passed the appointed examination in the subjects prescribed for Candidates for admission to the degree of M.A.

According to the other, the requisites are—

(1) Being of the standing of three years from admission to the degree of B.A. (2) Having performed the Exercises prescribed for Candidates for admission to the degree of M.A.

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MATRICULATION.

GREEK AND LATIN LANGUAGES.

Homer, Iliad, B. I.
Lucian, Vita, and Charon.
Cæsar, de Bello Gallico, Bb. V. and VI.
Virgil, Æneid, B. II.

Translation from English into Latin Prose.

Additional for Honors and Scholarships.

Homer, Iliad, B. VI.
Homer, Odyssey, B. IX.
Lucian, Menippus, and Timon.
Horace, Odes, B. I.
Virgil, Æneid, Bb. I and III.

Translation from English into Latin Verse.

MATHEMATICS.

ALGEBRA AND ARITHMETIC.

Ordinary rules of Arithmetic.
Vulgar and Decimal Fractions.
Extraction of Square Root.
First four rules of Algebra. (Colenso's Algebra.)

GEOMETRY.

Euclid, B. I. (Colenso's Edition of Simson's.)

Additional for Honors and Scholarships.

ALGEBRA.

Proportion and Progression.
Simple and Quadratic Equations.

GEOMETRY.

Euclid, Bb. II. III. and IV.

*† ELEMENTS OF NATURAL PHILOSOPHY.

MECHANICS.

Explain the composition and resolution of statical forces.
Describe the simple machines (mechanical powers.)
Define the Centre of Gravity.
Give the general laws of motion, and describe the chief experiments by which they may be illustrated.
State the law of the motion of falling bodies.

HYDROSTATICS, HYDRAULICS, AND PNEUMATICS.

Explain the pressure of liquids and gases: its equal diffusion, and variation with the depth.
Define specific gravity, and show how the specific gravity of bodies may be ascertained.
Describe and explain the barometer, the syphon, the common pump and forcing-pump, and the air-pump.

ACOUSTICS.

Describe the nature of sound.

OPTICS.

State the laws of reflection and refraction.
Explain the formation of images by simple lenses.

ASTRONOMY.

Motion of the Earth round its axis and round the Sun: with applications of these movements to explain the apparent movement of the Sun and Stars, the length of days, and the change of seasons; explanation of Eclipses and the Moon's Phases.

*† ELEMENTS OF CHEMISTRY.

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.
Combustion, flame; nature of ordinary fuel; chief results of combustion—*i. e.* the bodies produced.
Heat: natural and artificial sources; its effects. Expansion: solids, liquids, gases. Thermometer: conduction; radiation; capacity; change of form; liquefaction; steam.
The atmosphere: its general nature and condition; its component parts. Oxygen and nitrogen: their properties. Water and carbonic acid. Proportions of these substances in the air.
Chlorine and iodine, as compared with oxygen.
Water: its general relation to the atmosphere and earth; its natural states and degree of purity. Sea water, river water, spring water, rain water. Pure water: effects of heat and cold on it; its compound nature; its elements.
Hydrogen: its proportion in water; its chemical and physical properties.
Sulphur, phosphorus, and carbon generally.
Nitric acid, sulphuric acid, carbonic acid, hydrochloric acid; their properties and uses.
Alkalies, earths, oxides generally.
Salts: their nature generally. Suphates, nitrates, carbonates.
Metals generally: iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.
The chief proximate elements of vegetable and animal bodies; their ultimate composition.

MODERN LANGUAGES.

ENGLISH.

Grammar, and Composition.

* FRENCH.

Grammar, and Translation from French into English.

Additional for Honors and Scholarships.

ENGLISH.

Rendering of English verse into prose.
Composition.

* FRENCH.

Fénélon, Dialogues des Morts.
Molière, Les Fourberies de Scapin.

HISTORY AND GEOGRAPHY.

Outlines of English History to present time.
" Roman " to death of Nero.
" Grecian " to death of Alexander.
" Ancient and Modern Geography.

Additional for Honors and Scholarships.

Egyptian History to death of Cleopatra.
History of Spain and Portugal in the reign of Ferdinand and Isabella.

SCHOLARSHIPS.

The following are offered for competition amongst candidates for admission:—

4, of the value of £30, per annum each, in the Greek and Latin languages with History and Geography.
4, of the value of £30 per annum each, in Mathematics.
2, of the value of £30 per annum each, in the English and French languages, with History and Geography.
1, of the value of £30 per annum, in the Elements of Natural Philosophy and Chemistry.
4, of the value of £30 per annum each, for general proficiency in the subjects for all students.

In the present year (1854) 8 additional scholarships, of the value of £30 per annum each, are offered for competition under the regulations of 1851.

Each of these Scholarships is tenable for one year, but the Scholars of each year are eligible for the Scholarships of the succeeding year.

FIRST YEAR.

GREEK AND LATIN LANGUAGES.

Homer, Iliad, B. IX.
" Odyssey, B. I.
Xenophon, Anabasis, B. I.
Virgil, Æneid, B. VI.
Ovid, Fasti, B. I.
Sallust, Catalina.

Translation from English into Latin Prose.

Additional for Honors and Scholarships.

Homer, Iliad, B. X.
" Odyssey, B. X.
Xenophon, Anabasis, Bb. II. and III.
Virgil, Æneid, Bb. VII. and VIII.
Sallust, Jugurtha.

Translation from English into Latin verse.

MATHEMATICS.

Arithmetic.
Algebra. (Colenso's.)
Euclid. (Colenso's Edition of Simson's.)
Plane Trigonometry, as far as solution of plane triangles. (Colenso's.)

Additional for Honors and Scholarships.

Plane Trigonometry. (Colenso's.)

MODERN LANGUAGES.

ENGLISH.

Composition.
Orthographical forms of the English Language.
History of the English Language.

Additional for Honors and Scholarships.

History of English Literature, temp. Chaucer.

FRENCH.

Translation from English into French.
Molière, L'Avre.
Voltaire, Alzire.

Additional for Honors and Scholarships.

Molière, Le Tartuffe.

HISTORY.

Outlines of Ancient History.
British History, to Saxon invasion.

Additional for Honors and Scholarships.

Biography of the ages of Pericles and Augustus.
Ethnological elements of Ancient History.

METAPHYSICS AND ETHICS.

Logic. (Walker's edition of Murray's.)
Natural Theology. (Paley's.)

Additional for Honors and Scholarships.

Logic (Whatley's or Mill's.)
Cicero, de Natura Deorum, Bb. II. and II.
Cicero, Tusc. disput., B. I.

NATURAL SCIENCE.

Elements of Natural History. (Patterson's Zoology; Henfrey's Botany.)
Elements of Mineralogy and Geology. (Dana's Manual of Mineralogy; Hitchcock's Geology.)

* The subjects marked * will not be required until 1855, except from candidates for Scholarships.
† Only a popular knowledge of these subjects will be required.

* The subjects marked* will not be required until 1855, except from candidates for Scholarships.

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* ORIENTAL LANGUAGES.

HEBREW.

Grammar from the beginning to the end of irregular verbs. (Gesenius'.)
Genesis, chaps. I. II. III. IV. and V.
Psalms, I. II. III. IV. and V.
History of the Hebrew Language and Literature.

SCHOLARSHIPS, PRIZES, AND CERTIFICATES OF HONOUR.

The following Scholarships are offered for competition amongst students of the standing of one year from Matriculation :—

3 in the Greek and Latin languages with History.
3 in Mathematics.
1 in the Natural Sciences.
2 in the English and French languages with History.
1 in Ethics and Logic.
1 in the Hebrew language.
4 for general proficiency in the subjects appointed for all students.

Each of the Scholarships is of the value of £30, and is tenable for one year, but Scholars of each year are eligible to the Scholarships of the succeeding year.

Prizes of books of the value of £5 are offered, amongst those who are not candidates for Honors or Scholarships, in each department for proficiency in the subjects appointed for all students.

Certificates of honor will be given to those students who have been placed in the first class in any department.

SECOND YEAR.

GREEK AND LATIN LANGUAGES.

Homer, Iliad, B. XIII., Horace, Odes,
" Odyssey, B. II., Cicero, Orat., in Catilinam.
Demosthenes, Olynthiacs,
Translation from English into Latin Prose.

Additional for Honors and Scholarships.

Homer, Iliad, B. XVIII., Horace, Epodes,
" Odyssey, B. XII., Virgil, Georgics, I. and II.,
Demosthenes, Philippics, Cicero, pro Milone and Phil. II.
Translation from English into Latin Verse.

MATHEMATICS.

Statics, Dynamics, Hydrostatics, with previous pass subjects. (Goodwin's Course of Mathematics.)

Additional for Honors and Scholarships.

Analytical Conic Sections. (Hymers'.)
Newton's Principia, section 1st. (Evans' edition.)
Rudiments of Diff. and Integral Calculus. (De Morgan's.)
Fundamental rules and theorems for a single independent variable and application to plane curves.
Newton's Principia, sections II. and III. (Evans' edition,) with previous subjects.

MODERN LANGUAGES.

ENGLISH.

Composition,
Rhetorical Forms,
History of English Literature, temp. Elizabeth.

FRENCH.

Translation of English into French,
Voltaire, Zaire,
Molière, Le Festin de Pierre,
History of Provençal Literature, (Sismondi's Literature of the South of Europe.)
History of France to Francis I. (Bonnechose's History of France.)

GERMAN.

Grammar, Adler's Reader, parts 1, 2, 3 & 5,
History of German Literature to the 17th century, (Menzel's, translated by C. C. Felton.)

Additional for Honors and Scholarships.

ENGLISH.

Shakspeare, Cymbeline (analysis of),
Etymology.

FRENCH.

Racine, Iphigénie,
Lamartine, Voyages en Orient, vol. 1.

GERMAN.

Schiller, Don Carlos.

HISTORY.

Outlines of Mediæval History,
English History to the death of Stephen.

Additional for Honors and Scholarships.

Biography and Literature to the death of Stephen.

METAPHYSICS AND ETHICS.

Paley, Evidences,
Cicero, de Officiis, and de Amicitia.

Additional for Honors and Scholarships.

Butler, Analogy,
Cicero, de Nat. Deorum, B. III.
Cicero, Tuscul. Disput. Bb. II.—V.
Cicero, Academ. Quæst. B. I.

* Optional Department.

NATURAL SCIENCES.

Chemistry and Chemical Physics, (Fownes' Elements of Chemistry; Gregory's Manual of Chemistry; Lardner's Hand Book of Heat and Electricity.)

RHETORIC.

Campbell, Philosophy of Rhetoric.

Additional for Honors and Scholarships.

Aristotle, Rhetoric,
Cicero, de Oratore.

CIVIL POLITY.

Elements of Political Philosophy and Economy.

* ORIENTAL LANGUAGES.

HEBREW.

Grammar continued to the end of Syntax,
Genesis, Chap. XXXVII. to the end of the Book,
Psalms VI. to XXV.,
Lowth's Lectures on Hebrew Poetry.

N.B.—Students presenting themselves at this examination are not required to take "the Greek and Latin Languages" and "the Modern Languages," but either at their option. Neither are they required to take "Mathematics" and "the Natural Sciences," but either at their option. They may also take either the French or the German, or both these languages.

Candidates for admission as students, who produce satisfactory certificates of good conduct, and of having completed the sixteenth year of their age, by passing an examination in the subjects appointed for the second year of this course, can attain the standing of two years, and be admitted to the degree of B. A. after two years instead of four. Such candidates may exercise the options stated in the preceding paragraph; but when an option is exercised, they will be required to pass in the omitted department an examination in the subjects appointed in that department for students of the standing of one year.

SCHOLARSHIPS, PRIZES, AND CERTIFICATES OF HONOUR.

The following scholarships are offered for competition amongst Students of the standing of two years from Matriculation, and those candidates for admission as students, who possess the qualifications previously stated:

3 in the Greek and Latin Languages with History,
3 in Mathematics,
2 in the Natural Sciences,
2 in the Modern Languages with History,
1 in Metaphysics and Ethics,
1 in the Elements of Civil Polity with History and Rhetoric,
1 in the Hebrew Language,
2 for general proficiency in the subjects appointed for all students.

Each of these scholarships is of the value of £30, and is tenable for one year, but the scholars of each year are eligible to the scholarships of the succeeding year.

Prizes of books of the value of £5 are offered, amongst those who are not candidates for honors or scholarships, in each department for proficiency in the subjects appointed for all students.

Certificates of Honor will be given to those students who have been placed in the first class in any department.

THIRD YEAR.

GREEK AND LATIN LANGUAGES.

Herodotus, B. II. Horace, Satires and Epistles.
Sophocles, Œdipus Rex. Livy, Bb. XXI. & XXII.
Translation from English into Latin Prose.

Additional for Honors and Scholarships.

Æschylus, Prometheus.
Sophocles, Œdipus Coloneus.
Plato, Apology and Crito.
Cicero, pro Lege Manilia, pro Archia, pro Ligario, and Phil. 1.
Terence, Phormio.
Livy, Bb. XXIII. XXIV. & XXV.
Translation into Greek Prose and Latin Verse.

MATHEMATICS.

Optics and Acoustics. (Goodwin's Course of Mathematics.)

Additional for Honors and Scholarships.

Diff. and Integral Calculus. (De Morgan's.)
Analytical Geometry of two and three dimensions. (Salmon's and Hymers'.)
Theory of Algebraic Equations. (Hymers'.)
Analytical Statics. (Todhunter's.)
Dynamics of a Particle. (Sandeman's.)
Analytical Hydrostatics. (Miller's.)
Geometrical Optics. (Griffin's.)

MODERN LANGUAGES.

ENGLISH.

Composition.
Logical and Rhetorical Forms.

FRENCH.

Composition on a given subject.
Racine, Athalie.
Lamartine, Voyages en Orient, vol. 2.
History of French Literature from the Troubadours to the 17th century. (Sismondi's Literature of the south of Europe.)
History of France from Francis I. to Louis XVI.

* Optional Department.

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GERMAN.

Goethe, Iphigenia auf Tauris.
Schiller, Der Neffe als Onkel.
History of German Literature from 17th to 18th century. (Mensel's.)
History of Germany from time of Charles V. to peace of Westphalia. (Kohlrausch's.)
Translation into German.

Additional for Honors and Scholarships

ENGLISH.

Shakspeare, Macbeth (Analysis of)

FRENCH.

Rotrou, Venceslas.
Bossuet, Discours sur l'histoire Universelle.

GERMAN.

Schiller, Maria Stuart,

HISTORY.

Outlines of Modern History.
English History from the death of Stephen to death of Henry VII.

Additional for Honors and Scholarships.

Biography and Literature to death of Henry VII.

NATURAL SCIENCES.

Natural History: (Agassiz & Gould's Comparative Physiology; Carpenter's Zoology; Gray's Botanical Text Book.)
General and Comparative Physiology.
View of the Animal Kingdom.
Vegetable Organography and Physiology.
View of the Vegetable Kingdom.
Applied Chemistry. (Knapp's Applied Chemistry.)

METAPHYSICS AND ETHICS.

Locke, Bb. II, III, IV.
Paley, Moral Philosophy.

Additional for Honors and Scholarships.

Mackintosh, Dissertation on the progress of Ethical Science.
Xenophon, Memorabilia.
Cicero, De Finibus.
Cicero, Academ. Quæst. B. II. & De Fato.

CIVIL POLITY.

Paley, Political Philosophy.

* ORIENTAL LANGUAGES.

HEBREW.

Psalms XL, CXXXIII, CXXXVII.
Isaiah, Chaps. IV, VII, XIV & LII.

CHALDEE.

Grammar. (Winer's.)
Daniel, Chaps. II & III.
History of the Chaldee Language and Literature.

N.B.—Students presenting themselves at this examination are not required to take "the Greek and Latin Languages" and "the Modern Languages," but either, at their option. Neither are they required to take "Mathematics" and "the Natural Sciences," but either, at their option. They may also take either the French or the German, or both these languages.

SCHOLARSHIPS, PRIZES, AND CERTIFICATES OF HONOUR.

The following scholarships are offered for competition amongst Students of the standing of three years from Matriculation:

3 in the Greek and Latin Languages with History,
3 in Mathematics,
2 in the Natural Sciences,
2 in Modern Languages with History,
1 in Metaphysics and Ethics,
1 in Civil Polity with History,
1 in the Hebrew Language,
2 for general proficiency in the subjects appointed for all students.

Each of these scholarships is of the value of £30, and is tenable for one year.

Prizes of books of the value of £5 are offered amongst those not candidates for Honors and Scholarships in each department, for proficiency in the subjects appointed for all students.

Certificates of Honor will be given to those students who have been placed in the first class in any department.

FINAL EXAMINATION OF CANDIDATES FOR DEGREE OF B. A.

GREEK AND LATIN LANGUAGES.

Euripides, Medea.
Thucydides, B. I.
Juvenal, Sat. III, VII, VIII, X.
Tacitus, Germania and Agricola.
Translation from English into Latin prose.

MATHEMATICS.

Astronomy, with previous pass subjects. (Goodwin's Course of Mathematics.)

MODERN LANGUAGES.

ENGLISH.

Exercises in Principles of Composition, Grammar, and Etymology, based on selected passages.

History of the formation of the English Language, and its Philological Elements, Celtic, Classical, and Germanic or Anglo-Saxon.
History of Literature from Chaucer to Spenser.

FRENCH.

French Composition on a given subject.
Corneille, le Cid.
Molière, le Médecin malgré lui.
History of French Literature from the 17th century to the present time.—(Choquet's.)
History of France from Louis XVI. to Louis Phillippe, (Bonnechose's.)

GERMAN.

Lessing, Nathan der Weise.
Wieland, Abderiten, vol. I.
History of German Literature from the 18th century to the present time.—(Mensel's.)
History of Germany from the Peace of Westphalia to the present time.—(Kohlrausch's.)
Translation into German.

HISTORY.

Greek Literature and Art from battle of Marathon to end of Peloponnesian War.
Roman Literature and Art from end of First Punic War to the Death of Augustus.
British Literature and Art from Death of Henry VII. to Death of James I.

NATURAL SCIENCES.

Mineralogy and Geology (including Physical Geography.) (Dana's System of Mineralogy; De la Beche's Geological Observer.)
Practical Chemistry. (Fresenius'.)

METAPHYSICS AND ETHICS.

Reid, Intellectual Powers (Sir W. Hamilton's Ed.)
Stewart, Moral and Active Powers.

CIVIL POLITY.

Political Economy. (Mill's.)

* ORIENTAL LANGUAGES.

HEBREW.

Job, Chaps. III, IV, V, VI, VII.
Proverbs, Chaps. I, II, III.
Ecclesiastes, Chaps. I, XII.

CHALDEE.

Daniel, Chap. IV. to end of VII.
Ezra, Chap. IV. to VII.

SYRIAC.

Grammar. (Phillips'.)
The Parables in the New Testament.
History of the Syriac Language and Literature.

N. B.—Students presenting themselves at this examination are not required to take "the Greek and Latin Languages" and "the Modern Languages," but either at their option. Neither are they required to take "Mathematics" and "the Natural Sciences," but either at their option. They may also take either the French or the German, or both these languages.

FINAL EXAMINATION OF CANDIDATES FOR MEDALS.

I.—GREEK AND LATIN LANGUAGES.

Æschylus, Prometheus.
Sophocles, Œdipus Coloneus.
Euripides, Medea.
Aristophanes, Nubes.
Pindar, Olympic Odes.
Thucydides, B. I.
Plato, Apology and Crito.
Aristotle, Poetica.
Longinus, de Sublimitate.
Lucretius, Bb. V. & VI.
Plautus, Aulularia.
Terence, Phormio.
Persius, I, II, III, V, & VI.
Juvenal, III, VII, VIII, & X.
Livy, Bb. XXI–XXV.
Tacitus, Germania and Agricola.
Tacitus, Histories.
Translation into Greek and Latin prose and verse.

II.—MATHEMATICS.

Arithmetic.
Algebra. (Colenso's.)
Plane Trigonometry. (Colenso's)
Spherical Trigonometry. (Hann's.)
Conic Sections. (Hymers'.)
Analytical Geometry. (Salmon's and Hymers'.)
Differential and Integral Calculus. (De Morgan's.)
Theory of Algebraic Equations. (Hymers'.)
Differential Equations. (Hymers'.)
Statics. (Todhunter's.)
Dynamics. (Sandeman's and Griffin's.)
Hydrostatics. (Miller's.)
Geometrical Optics. (Griffin's.)
Acoustics.
Plane Astronomy. (Hymers'.)
Lunar Theory. (Godfrey's.)
Newton's Principia, Sects. I, II, III, IX, & XI. (Evans' Ed.)

* Optional Department.

* Optional Department.

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III.—METAPHYSICS, ETHICS, AND CIVIL POLITY.

Paley, Natural Theology.
Paley, Evidences.
Butler, Analogy.
Paley, Moral Philosophy.
Paley, Political Philosophy.
Stewart, Moral and Active Powers.
Mackintosh, Dissertation on the Progress of Ethical Science.
Mill, Political Economy.
Locke on the Human Understanding.
Brown, Philosophy of the Mind.
Morell's History of Philosophy.
Reid, Intellectual Powers. (Sir W. Hamilton's Ed.)
Xenophon, Memorabilia.
Aristotle, Nicomachean Ethics.
Aristotle, Metaphysics, Bb. I. & XI.
Cicero, De Naturâ Deorum.
Cicero, De Finibus.
Cicero, Tuscul. Disput.
Cicero, De Officiis and De Amicitia.
Cicero, Academ. Quæst. and De Fato.

IV.—CHEMISTRY, ZOOLOGY, AND BOTANY.

V.—CHEMISTRY, MINERALOGY, AND GEOLOGY.

VI.—MODERN LANGUAGES.

ENGLISH.

Exercises in Principles of Composition, Grammar, and Etymology, based on selected passages.
History of the Formation of the English Language and its Philological Elements, Celtic, Classical, and Germanic or Anglo-Saxon.
History of Literature from Chaucer to Spenser.
Critical Analysis of one of Shakspeare's Historical Plays.
Critical Examination, in Style, Rules of Composition, and Prosody, of a Poem of Spenser, Milton, Cowper, or Wordsworth.

FRENCH.

Corneille, le Cid.
Molière, le Médecin malgré lui.
Chefs d'Œuvres des Anciens Poetes.
La Bruyere et Theophraste.
History of French Literature from the 17th century to the present time.—(Choquet's.)
History of France from Louis XVI. to Louis Philippe. (Bonnechose's.)
Poetry of Troubadours et Trouveres compared, analyzed, and rendered into French prose. (Sismondi's Literature of South of Europe.)
French Composition on a given subject.
Oral Questions answered in French.

GERMAN.

Lessing, Nathan der Weise.
Wieland, Abderiten, vol. I.
Kotzebue (vol. XVIII.) Eduard in Schottland (Analysis of)
Klopstock, Der Messias, 1st and 2nd Cantos.
History of German Literature, from 18th century to the present time.—(Menzel's.)
History of Germany from the Peace of Westphalia to the present time.—(Kohlrausch's.)
Translation into German.

MEDALS, PRIZES AND CERTIFICATES OF HONOUR.

GOLD MEDALS will be given to the students who have been placed first of the first class in the departments previously stated—viz.:

I. Greek and Latin Languages.
II. Mathematics, pure and mixed.
III. Metaphysics, Ethics, and Civil Polity.
IV. Chemistry, Zoology, and Botany.
V. Chemistry, Mineralogy, and Geology.
VI. Modern Languages.

SILVER MEDALS will be given to those students who have been placed in any position below first in the first class in the above-named departments.

Prizes of books of the value of £5 are offered in each department for proficiency in the subjects appointed for all students.

PROGRAMME OF STUDIES, AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

Prescribed by the Council of Public Instruction, under the authority of the Grammar School Act, 16 Vict. cap. 186, and approved by the Governor General in Council.

PREFATORY EXPLANATION.

The fifth section of the Grammar School Act requires, "That in each County Grammar School provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and commercial education, including the Elements of Mechanics and Natural Philosophy, and also in the Greek and Latin languages, and Mathematics, so far as to prepare students for University College, or for any college affiliated to the University of Toronto, according to a Programme of Studies, and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved of by the Governor General in Council: Provided always, that no Grammar School shall be entitled to receive any part of the Grammar School Fund, which shall not be conducted according to such Programme, Rules and Regulations." In the fourth clause of the eleventh section of the Act (after providing for the union of the Grammar and one or more Common Schools in any Municipality) it is provided, "That no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by a duly qualified teacher or teachers."

2. From these provisions of the law, it is clearly the object and function of Grammar Schools, not to teach the elementary branches of English, but to teach the higher branches, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction for Upper Canada, after mature deliberation, have adopted the following Regulations, which, according to the fifth section, and the fifth clause of the eleventh section of the Grammar School Act, 16 Victoria, chapter 186, are binding upon all Boards of Trustees and officers of Grammar Schools throughout Upper Canada.

SECTION I.—QUALIFICATIONS FOR THE ADMISSION OF PUPILS INTO THE GRAMMAR SCHOOLS.

1. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the Summer Vacations; but the admission of pupils in English studies alone, or of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The examinations for the admission of pupils shall be conducted by the Head Master; as also examinations for such Scholarships, Exhibitions and Prizes as may have been instituted by Municipal Councils as authorised by law,* or by other corporate bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other persons with the Head Master in the examinations for such Scholarships, Exhibitions or Prizes.

2. Pupils in order to be admitted to the Grammar School, must be able, 1. To read intelligibly and correctly any passage from any common reading book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion. 5. Must know the elements of English Grammar, and be able to parse any easy sentence in prose; and 6. Must be acquainted with the definitions and outlines of Geography.

* The *Upper Canada Municipal Corporations Act*, 12 Vict., chap. 81, section 41, enacts that the Municipal Council of each County shall have power and authority to make a By-law or By-laws for each, all, or any of the following purposes, that is to say:—

Thirdly. For the purchase and acquirement of such real property as may be required for County Grammar School purposes, and for the erection, preservation, improvement and repair of County School Houses for the use of Grammar Schools in such parts of the County, or within any City or the liberties thereof, lying within the boundaries of such County, as the wants of the people most require; for the sale and disposal of the same when no longer required, and for making such provision in aid of such Grammar Schools as they may deem expedient for the advancement of education in the same.

Fourthly. For making some permanent provision for defraying, out of the public funds of each County, the expense of the attendance at the seat of the University of Toronto, and of that of Upper Canada College and Royal Grammar School there, of such and so many of the pupils of the different Public Grammar Schools of such County, as shall be desirous of, and in the opinion of the respective Masters of such Grammar Schools, shall be of competent attainments for entering into competition for any of the Scholarships, Exhibitions or other similar Prizes offered by such University or College to competition amongst such pupils; but which pupils, from the inability of their parents or guardians to incur the necessary expense of such attendance, might otherwise be deprived of the opportunity of competing for the same.

Fifthly. For the endowment of such and so many Fellowships, Scholarships, Exhibitions and other similar Prizes in the University of Toronto, or in Upper Canada College and Royal Grammar School there, to be open to competition amongst the pupils of the different Public Grammar Schools of such County, as they shall deem expedient for the encouragement of learning amongst the youth of such County.

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Section II.—PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

Class.	I. Latin.	II. Greek.	III. French.	IV. English.	V. Mathematics.	VI. Geography and History.	VII. Physical Science.	VIII. Miscellaneous.
FIRST OR LOWEST.	Arnold's First and Second Latin Book. Latin Grammar. Cornelius Nepos.	None.	None.	English Grammar and Composition. Reading, and Sullivan's Spelling-book superseded.	Arithmetic. Algebra, (first four rules.)	Outlines of Geography and General History.	None.	Writing. Drawing. Vocal Music.
SECOND.	Latin Grammar and Exercises. Cæsar's Commentaries.	Arnold's First Greek Book.	None.	Grammar (continued.) Etymology of Words and Versification. Art of Reading, (National Series) and Sullivan's Dictionary of Derivations.	Practical Arithmetic. Algebra, (simple equations.)	Outlines of Ancient Geography. History of Rome. History of Great Britain and Ireland.	Elements of Natural History as far as contained in the 3rd and 4th National Readers,	Writing. Drawing. Vocal Music.
THIRD...	Ovid and Virgil. Latin Prosody and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar, to end of Irregular Verbs, with Exercises. Oral and Written Translations.	Elementary Principles of Rhetoric and Logic. Art of Reading and Fifth Book. (National Series.)	Commercial Arithmetic. Algebra, (quadratics.) Euclid, Bb. I. II.	Ancient Geography Roman Antiquities History of Greece.	Elements of Natural Philosophy and Geology, as contained in the 5th National Reader.	Drawing. Vocal Music.
FOURTH.	Virgil and Cicero. Exercises and Composition in Prose and Verse.	Homer's Iliad. Greek Testament. Lucian. Greek Prosody, and Exercises.	Rules on the use of the Pronouns and Participles, with Exercises. Oral and Written Translations.	Christian Morals and Evidences. Reading in Sullivan's Literary Class Book.	Algebra. Euclid, Bb. III. IV., definitions of B. V. and B. VI.	Ancient and Mediæval Geography. Grecian Antiquities. History of France. History of Canada.	Physiology, as contained in the 5th National Reader. Elements of Chemistry.	Drawing. Book Keeping. Vocal Music.
FIFTH....	Horace. Composition in Prose and Verse. Previous subjects reviewed.	Homer's Odyssey. Greek Prosody. Previous subjects reviewed.	Syntax and Idioms. Composition. Oral and Written Translations. Fénélon, Dialogues des Morts. Molière, Les Fourberies de Scapin. Previous subjects reviewed.	Outlines of English Literature. Composition. Elements of Civil Polity, Political Economy (Fifth Reader.) Previous subjects reviewed.	Elements of Plane Trigonometry. Mensuration and Surveying. Previous subjects reviewed.	Outlines of Egyptian History to Death of Cleopatra. History of Spain and Portugal in the reign of Ferdinand and Isabella. Previous subjects reviewed.	Previous subjects reviewed.	Drawing. Vocal Music.

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Explanatory Memoranda to the Programme on page 23.

1. Pupils preparing for the University are *required* to study those subjects only, which will qualify them for matriculation.

2. Any pupil studying the English branches alone, may have an option as to the particular subjects of his study; but he may not, without the special permission of the Head Master select any subject not included amongst those prescribed for the class, in which he has been placed on examination.

3. The Pupils shall be arranged in classes corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, and no faster.

4. Drawing includes Linear, Map, Geometrical, and Ornamental Drawing.

5. Instruction shall be given to each pupil in penmanship as long as the Head Master shall think it necessary.

6. It is recommended, that the Elements of Vocal Music shall form part of the course of instruction for all pupils capable of learning to sing.

SECTION III.—OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Grammar School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Board of Trustees and Head Master of each Grammar School. But the Lord's Prayer, shall form a part of the opening exercises; and the Ten Commandments shall be taught to all the pupils, and shall be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Head Master of the School.

FORMS OF PRAYER.

I. BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

Let us pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by thy mighty power; and grant, that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of Our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

II. AT THE CLOSE OF THE BUSINESS OF THE DAY.

Let us pray.

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning: we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thine only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

SECTION IV.—DUTIES OF THE HEAD MASTER AND TEACHERS.

1. Each Head Master and Teacher of a Grammar School shall punctually observe the hours for opening and dismissing the School; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed each morning and evening as stated in the preceding section; shall daily exert his best endeavors, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian Religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every Head Master shall keep the daily, weekly and quarterly register of his school, according to the forms and instructions authorised by law. The Head Master of every Senior County Grammar School shall also make the observations and keep the Meteorological Journal required by the 16th section of the Grammar School Act, 16 Vict. chap. 186; in addition to which every Head Master shall keep, and cause to be kept, a class register in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The Head Master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The Head Master shall practice such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the Head Master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Chairman of the Board of Trustees. But no boy shall be expelled without the authority of the Board of Trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Head Master, with the approbation of the Board of Trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the Head Master his regret for such course of conduct, as openly and as explicitly as the case may require, shall, with the approbation of the Board and Head Master, be readmitted to the school.

6. The Trustees having made such provisions relative to the school house and its appendages, as are required by the second clause of the eleventh section of the Grammar School Act, 16 Vict., cap. 186, it shall be the duty of the Head Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school house; he shall also prescribe

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such rules for the use of the yard and out-buildings connected with the school house, as will ensure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

Section V.—Duties of Pupils.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the Head Master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the Head Master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the Head Master, forfeits his standing in his class and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Board of Trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the Board of Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

Section VI.—Terms, Vacations, Daily Exercises and Holidays.

1. There shall be four Terms each year, to be designated, the Winter, Spring, Summer and Autumn Terms. The Winter Term shall begin the 7th January, and end the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close the last Friday in June; the Summer Term shall begin the second Monday in August, and end the Friday next before the 15th October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end the 22nd December.

2. The Exercises of each day shall not commence later than 9 o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.

3. Every Saturday shall be a holiday; or if preferred by the Board of Trustees and Head Master of any Grammar School, the afternoons of Wednesday and Saturday in each week shall be half holidays. All days declared by law to be public holidays, shall be holidays in each Grammar School.

4. The public half-yearly examinations required to be held in each Grammar School by the fifth clause of the eleventh section of Act, 16 Vict., cap. 186, shall take place, the one immediately before the Christmas holidays, and the other immediately before the Summer vacation.

Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

Approved by the Governor General in Council, as intimated to the Chief Superintendent on the 15th February, 1855.

Education Office,
Toronto, 15th February, 1855.

LIST OF TEXT-BOOKS FOR GRAMMAR SCHOOLS

IN UPPER CANADA, RECOMMENDED BY THE COUNCIL OF PUBLIC INSTRUCTION, UNDER THE AUTHORITY OF THE 6TH SECTION OF THE GRAMMAR SCHOOL ACT, 16 VIC. CH, 186.

[Note.—The Grammar School Trustees can select such text books from the following list as they may approve; but in no case should more than one series of books be permitted to be used in each school.]

I. LATIN.

Arnold's First and Second Book.
Arnold's Prose Composition.
Bullions' Adam's Grammar.
Edinburgh Academy Rudiments.
Eton Grammar.
Anthon's Latin and English Dictionary. 12mo.
Kaltschmidt's Latin and English Dictionary. 12mo. (Chambers' Ed. Course.)

II. GREEK.

Arnold's First Book.
Bullions' Grammar.
Arnold's First and Second Prose Composition.
Edinburgh Academy Rudiments.
Eton Grammar.
Arnold's Reading Book.
Anthon's Prosody.
Liddell & Scott's Greek Lexicon. (Abridged.)
Donnegan's Greek Lexicon.

Classical Dictionaries, etc.

Smith's Classical Dictionary. 8vo.
Smith's Smaller Classical Dictionary. 12mo.
Smith's Smaller Dictionary of Antiquities. 12mo.
Rich's Companion to Latin Dictionary and Greek Lexicon.
Baird's Classical Manual.

III. FRENCH.

Merlet's Grammar.
Merlet's La Traducteur.
Merlet's Dictionary of Difficulties.
Arnold's First Book.
Arnold's Vocabulary.
Noël's and Chapsal's Grammar.
Surrenne's New Manual.
Spiers and Surrenne's French and English Dictionary. (12mo.)
Collot's French and English Dictionary. 8vo.

IV. ENGLISH.

Lennie's Grammar.
National or Sullivan's Grammar.
Bullions' Grammar.
The National Readers.
Art of Reading. (National Series.)
Sullivan's Spelling Book Superseded.
Sullivan's Dictionary of Derivations.
Sullivan's Literary Class Book.
Sullivan's English Dictionary.
Whately's Lessons on Reasoning.
Whately's Lessons on Christian Evidences, or the Truth of Christianity. (Appendix to 4th National Reader.)
Whately's Introductory Lessons on the British Constitution.
Political Economy in Chambers' Educational Course.
Spalding's English Literature.
Reid's Rudiments of English Composition.

V. MATHEMATICS.

Arithmetic in Theory and Practice. (National Series.)
Thompson's, (James, LL.D., Glasgow) Arithmetic.
Thompson's, (James, LL.D., Glasgow) Algebra.
Loomis' Algebra.
Colenso's Algebra.
Colenso's Simson's Euclid.
Potts' Euclid.
Mensuration and Appendix. (National Series.)

VI. GEOGRAPHY AND HISTORY.

Sullivan's Introduction to Geography and History.
Sullivan's Geography Generalised.
Epitome of Geographical Knowledge. (National Series.)
White's Elements of General History, Parts I, II, III. (Ancient, Middle Ages, and Modern.)
White's History of Great Britain and Ireland.
White's History of France.
Putz's Ancient Geography and History. By Arnold and Paul.
Putz's Mediæval Geography and History. Ditto.
Putz's Modern Geography and History. Ditto.
Johnston's General School Atlas.
Johnston's Physical School Atlas.
Johnston's Classical School Atlas.
Pillans' Physical and Classical Geography, [Companion to Johnston's Classical Atlas.]

VII. PHYSICAL SCIENCE.

Third, Fourth and Fifth National Readers.
Youman's Chemistry, with Coloured Chart.
Olmstead's School Philosophy.
Johnston's four Charts of Natural Philosophy, with Hand-Books.
Patterson's Zoology, Parts I. and II.

VIII. MISCELLANEOUS.

Hullah's Vocal Music.
National Copy Lines.
Mulhauser's Writing.
National Book-keeping.
Drawing-books authorised by the Department of Science and Art, England; and those in the Catalogue of the Educational Depository.

N.B.—The above text-books and the Greek, Roman, and French authors required to be read, &c., can be procured at the Educational Depository, Toronto.

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PROGRAMME OF STUDIES IN THE

In which Four Hundred and Twenty Pupils receive Instruction. It is divided into Two and each Division into Seven

BOYS' DEPARTMENT.

FIRST, OR LOWEST DIVISION.

SECTIONS	READING.	Elementary Arithmetic 5*	Calculator 5	Writing or Drawing on Slates 5	Object Lessons 5	Spelling 5	Geography 5	Singing 2	Gymnastics 2
No. 1.	Tablet Lesson or First Book 15*								
" 2.	Tablet Lesson or First Book 15								
" 3.	Second Book 15								
" 4.	Second Book 15								
" 5.	Sequel to Second Book, No. I. 15								
" 6.	Sequel to Second Book, No. I. 15								
" 7.	Sequel to Second Book, No. I. 15								

SECOND DIVISION.

SECTIONS	READING.	ARITHMETIC.	Practical Arithmetic 5*	Theoretical Arithmetic 5	Mental Arithmetic 5	Writing 5	History, Introduction to 3	Geography 5	Singing 2	Spelling and Dictation 5	Natural History 3	Grammar 5	Gymnastics 2
No. 1.	Sequel to the Second Book, No. II. ... 10*	Simple Rules.											
" 2.	... 10	Simple Rules.											
" 3.	... 10	Compound Rules.											
" 4.	... 10	Compound Rules.											
" 5.	Third Book 10	Reduction and Proportion.											
" 6.	Third Book 10	Reduction and Proportion.											
" 7.	Third Book 10	Reduction and Proportion.											

THIRD, OR HIGHEST DIVISION.

SECTIONS	READING.	ARITHMETIC.	Practical Arithmetic 5*	Theoretical Arithmetic 5	Mental Arithmetic 5	Geography 4	History 4	Grammar and Composition 5	Writing 4	Spelling and Dictation 4	Natural History 2	Drawing 2	Singing 2	Gymnastics 2	Natural Philosophy 3	Book-keeping, 5th, 6th & 7th classes 2	Geometry, 5th, 6th & 7th classes... 2	Algebra, 5th, 6th & 7th classes..... 2	Mensuration, 7th class 2
No. 1.	Third Book..... 8*	Proportion, &c.																	
" 2.	Third Book..... 8	Proportion, &c.																	
" 3.	Fourth Book 8	Fractions, &c.																	
" 4.	Fourth Book 8	Fractions, &c.																	
" 5.	Fifth Book 6	Interest, &c.																	
" 6.	Fifth Book 6	Interest, &c.																	
" 7.	Fifth Book 4	Higher Branches of Arith., Logarithms, &c.																	

* Number of Lessons per week.

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PROVINCIAL MODEL SCHOOL:

Departments: the Male and Female; each Department is sub-divided into Three Divisions; Sections, consisting of Ten Pupils each.

GIRLS' DEPARTMENT.

FIRST, OR LOWEST DIVISION.

Sections	READING.	Elementary Arithmetic 5*	Calculator 5	Writing or Drawing on Slates 5	Object Lessons 5	Spelling 5	Geography 5	Singing 2	Calisthenics 2	Plain Needle-work 1
No. 1.	Tablet Lesson or First Book 14*									
" 2.	Second Book 14									
" 3.	Second Book 14									
" 4.	Second Book 14									
" 5.	Sequel to Second Book, No. I. 14									
" 6.	Sequel to Second Book, No. I. 14									
" 7.	Sequel to Second Book, No. I. 14									

SECOND DIVISION.

Sections	READING.	ARITHMETIC.	Practical Arithmetic 5*	Theoretical Arithmetic 5	Mental Arithmetic 5	Writing 5	History 8	Geography 5	Singing 2	Spelling and Dictation 5	Natural History 2	Grammar 5	Calisthenics 2	Plain Needle-work 1
No. 1.	Third Book 12*	Compound Rules.												
" 2.	Third Book 12	Compound Rules.												
" 3.	Third Book 12	Compound Rules.												
" 4.	Third Book 12	Reduction and Proportion.												
" 5.	Fourth Book 12	Reduction and Proportion.												
" 6.	Fourth Book 12	Reduction and Proportion.												
" 7.	Fourth Book 12	Reduction and Proportion.												

THIRD, OR HIGHEST DIVISION.

Sections	READING.	ARITHMETIC.	Practical Arithmetic 5*	Theoretical Arithmetic 5	Mental Arithmetic 4	Geography 4	History 3	Grammar and Composition 5	Writing 5	Spelling and Dictation 4	Natural History 2	Drawing 2	Singing 2	Calesthenics 2	Natural Philosophy 2	Domestic Economy 2	Plain Needle-work 1	Algebra, 4 classes 3	Geometry, 1 class 2
No. 1.	Fourth Book 6*	Fractions and Proportion.																	
" 2.	Fourth Book 6	Fractions and Proportion.																	
" 3.	Fourth Book 6	Fractions and Proportion.																	
" 4.	Fifth Book 6	Interest, &c.																	
" 5.	Fifth Book 6	Interest, &c.																	
" 6.	Sixth Book 6	Higher Branches.																	
" 7.	Sixth Book 6	Higher Branches.																	

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REMARKS ON THE FOREGOING CLASSIFICATION OF STUDIES IN THE PROVINCIAL MODEL SCHOOL.

BY MR. M'CALLUM, THE HEAD MASTER.

The basis of classification adopted in the Provincial Model School, is Reading and Arithmetic.

As the text-books used are those of the Irish National Series, sanctioned by the Council of Public Instruction for Upper Canada, the School is divided into five classes, corresponding to the five reading books of that series.

The First Class.—The first class consists of those children who are either commencing to read, or who are not sufficiently advanced to read in the second book. They read from the Tablet Lessons, containing the whole of the first book of Lessons. Before they are advanced to the second book they must be able to read all the tablet lessons with ease, spell the words correctly, and give their meaning. This is the method adopted in promoting the pupils from class to class and from book to book, throughout the whole school. One lesson must be completely mastered by the pupils before they begin another.

Spelling and defining words are considered essential parts of every reading lesson. After a few general questions on the subject of the lesson, the words placed at the commencement of it are pronounced and defined, the teacher carefully correcting any erroneous impression respecting either expressed by the pupil.

They write on slates as soon as they are admitted into the school, both to assist them in learning the letters of the alphabet and afterwards to promote their proficiency in penmanship. The simplest forms of letters are first presented to the eye, afterwards the more difficult ones, till all are mastered.

Drawing on slates is commenced by the junior pupils; as much, however, to afford them an agreeable amusement as to improve them in other respects, besides assisting them very much to acquire ease in writing. According to Pestalozzi, "Without drawing there can be no writing."

They are introduced to the study of Arithmetic by the use of the Calculator, or numeral frame, and blackboard, and from these they soon learn the use of the slate. They learn the Multiplication Table, as well as Addition, Subtraction, &c., both in theory and practice, entirely from the Calculator.

They are instructed in Geography,—at first by giving them some idea of dimensions, the cardinal points of the compass, the directions in which the streets of our city run, then the relative positions of places near the city; this is gradually extended to the geography of our own country, after that to this continent, and finally to the whole world. In all studies we go from the simple to the complex, from the known to the unknown.

In Grammar they receive occasional lessons, wholly by oral instruction, and in the simplest manner. In the commencement nothing more is done than to explain the nature of a "noun"—making them point out the nouns that occur in any of their reading lessons. When we have given them a correct idea of this part of speech, we call on them to name the objects in the room—as window, door, chair, &c.,—carefully showing them that in Grammar we have to do with the names of things only, the *word* "chair" is a noun, but the *thing* "chair" is that on which we sit, &c. In the same progressive manner we proceed with the other parts of speech, so that the pupils are made practically acquainted with the leading principles of this very important study long before they have a Grammar put into their hands.

This class receives daily lessons in Natural History, under the name of "Object Lessons," simple description of animals, their habits, modes of living, instinct, &c.; at first, of those animals only which they may have seen, or those found in our own country; then, those animals peculiar to other climes. If possible, a specimen of the object concerning which they are receiving a lesson is placed before them, so as to have both the eye and ear engaged in the lesson. When this cannot be done, pictures of them as they appear outwardly to the eye, as well as drawings of their anatomical structure, are placed before them. As the pupils advance in age and knowledge, other cognate branches are taught them, until at length this pleasing and instructive study comprehends Botany and Zoology on the one hand, and Vegetable and Human Physiology and Geology on the other. We endeavor also to make these lessons the vehicle of moral instruction; as in no part of His works are the wisdom and goodness of God more manifest than in the structure of animals, their adaptation to the circumstances in which they are placed, the functions they fulfil, as well as the purposes they subserve in the economy of Nature.

These scholars receive, from competent masters, instruction in Vocal Music; and are exercised in the very important branch of Physical Education—Gymnastics with the boys, and Calisthenics with the girls.

The Second Class.—The second class consist of those pupils who read in the second book and sequel to it, and are engaged in working the simple rules of Arithmetic.

In reading, the pauses and inflections are pointed out to them; and great care is taken to teach them the proper pronunciation of words, as well as to correct any wrong habits they may have formed previously to their having entered the school.

Spelling from their reading lessons, and defining the words, are carefully attended to; and although their reading is to some extent mechanical, yet, by knowing the meaning of the words, they read much better than they otherwise could. To spell, and give the meaning of the most difficult words of a lesson, is the first exercise in a reading lesson.

They write on paper; and drawing on their slates from objects traced on the blackboard is continued.

They commit to memory all the "tables, weights and measures," and receive instruction in the theory of Arithmetic, so as to understand the nature and principles upon which all their operations, so far as they have advanced, depend.

The theoretical, with us, invariably precedes the practical part of every study;—and thus, by enlightening the understanding, while the memory is strengthened, the pupil is not left to depend on the memory alone; besides, anything once made the property of the understanding can never be forgotten, as it thereby becomes assimulated to the mind itself. While it is certain that nothing is valuable only as it affects beneficially the practical purposes of life, so it is evident "that Practice without Science is empiricism; and that all which is truly great in the practical must be the application and result of an antecedent ideal." "Thus should Science always precede Art, Theory go before Practice, and the general formulæ embrace all particulars."

With this class we commence Mental Arithmetic, which for disciplining the mind is perhaps superior to any other of the branches of a common school education.

The geopraphy of our own country is continued, and the general features of the globe in all their interesting connections are brought into review before them. The subdivision of continents into political divisions is commenced; the sources of rivers traced; mountain ranges described; capes, islands, gulfs, &c, with their relative positions, are committed to memory, by going over them on large maps and on the blackboard.

Grammars are now placed in their hands, a certain portion of which they are required to study every evening. They are expected to give the sense not the words of the text; our great endeavor is, by presenting only one thing at a time, stating it in the most simple manner and frequently repeating and reviewing it, to assist them in forming a correct idea and retaining in their mind anything necessary for them to understand.

In Natural History they are taught a systematic arrangement and classification of animals, in addition to that previously mentioned.

Hullah's System of Vocal Music is taught to both the boys and girls.

Gymnastics with the boys and Calisthenics with the girls, are continued, as with the class to which we have alluded above.

The Third Class.—This class begins writing, from dictation, on their slates, in order to secure good spelling. They likewise are instructed in the History of Canada, in connection with that of Great Britain and France. This branch is taught wholly by conversational lecture. The girls receive instruction in plain sewing.

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Those pupils who read in the third book, and are engaged in the Compound Rules and Reduction, constitute the third class.

This class, as well as the more advanced, have some lessons to prepare at home in the evenings, in order to have their time properly improved, and to cultivate habits of industry.

Those of them who are sufficiently advanced to work in Proportion, are also taught the use of the Prefixes and Affixes; they also write Composition in connection with their Grammar. The Classification of Animals is continued; History of England and General History; Drawing from objects on paper; Geography, Mathematical, Physical and Political; population, extent, capital, &c., of countries; Reading intellectually.

The Fourth Class.—Those reading in the fourth book and advanced to Fractions and Decimals form the fourth class. The preceding studies, in an advanced state, are continued. The motions of the Earth, with an Introduction to Astronomy in connection with Geography forms a part of their studies.

The Fifth Class.—Those reading in the fifth and sixth books, and working in Interest, Exchange and Logarithms, constitute the fifth class. The girls alone read in the sixth book.

The higher parts of the preceding studies are continued. Formulæ and Logarithms used in solving Arithmetical Problems, Algebra, Geometry, Book-keeping, Elements of Natural Philosophy, and Mensuration with those sufficiently advanced in Arithmetic and Algebra: Domestic Economy in the Female Department, constitute additional branches of study in the pursuit of knowledge.

All those sufficiently advanced to read it, have lessons in the New Testament. A map of Palestine or the Ancient World is placed before them, for the purpose of seeing the relative positions of the various localities, towns, and cities mentioned in their lesson. The geography of Palestine, next to that of Canada and Great Britain, receives special attention.

Love to God, affection for their parents, obedience to all those placed in authority over them, a proper regard for the welfare of others, and an ardent zeal for the prosperity of our country, are enjoined, as these principles are regarded as among the essential elements of true moral greatness. In addition to the morning and evening religious exercises prescribed by the Council, a portion of the New Testament is read by the pupils twice a week.

The following is a summary of the studies in which each class is engaged:

First Class.—Reading, Spelling, Defining, Writing on slates, Drawing on slates, Elements of Arithmetic, Geography, First Principles of Grammar, Object Lessons, Vocal Music, and Gymnastics or Calisthenics.

Second Class.—Reading, Spelling and Defining, Writing on paper, Drawing on slates, Tables, Weights and Measures, Simple Rules of Arithmetic, Theory of do. and Mental Arithmetic commenced. Geography, Grammar, Natural History, Vocal Music, Gymnastics or Calisthenics, and History of Canada.

Third Class.—Reading intellectually, Spelling from Dictation and Defining, Writing, Drawing on paper, Arithmetic (Theoretical, Mental and Practical), Geography, Grammar (Prefixes, Affixes and Composition), Natural History, Music, Gymnastics or Calisthenics, and, with the girls, Sewing, &c.

Fourth Class.—Reading, Arithmetic (Fractions and Decimals). The preceding studies in an advanced state continued. The Nations of the Earth, with an Introduction to Astronomy, in connection with Geography (Mathematical, Physical and Political, population, extent, &c., of Countries).

Fifth Class.—Reading in fifth and sixth books, Arithmetic, Interest, Exchange, Logarithms, Formulæ in solving Problems, Algebra, Geometry, Book-keeping, Elements of Natural Philosophy, and, with those sufficiently advanced in Algebra and Arithmetic, Mensuration. And in the Female Department, Domestic Economy, with those of the preceding class.

Many persons, from not giving the subject proper consideration, conclude, from the number of studies enumerated, that they are too numerous; and, therefore, that the teaching in this Institution must be more or less superficial. This objection has already been ably answered by Dr. Ryerson, in his "*Report on a system of Public Elementary Instruction, for Upper Canada*," pp. 146, 148—and to which we would refer all parties concerned.

In the government of the school, we endeavour to imitate, as much as possible, true parental authority. Corporal punishment is discarded, as unnecessary to the proper government of the school. We endeavour to show the pupils that we have their good at heart; that a ready obedience on their part is as conducive to their own personal advancement, as it is essential to the order and discipline of the whole school. Their reason and understanding—their good common sense (of which children have a larger share than is generally imagined)—are addressed; thereby gaining access to the better feelings of their nature; and with the proper developement of these, cheerful obedience is readily secured. This plan always succeeds with children who are properly governed at home. Nearly all the difficulties encountered by a teacher can be traced directly to the culpable negligence of parents.

When admonition, remonstrance and reproof fail in securing proper attention, the offender is required to stand on the floor during a part or the whole of the playtime. Should this fail, the pupil is condemned to idleness during a lesson, or is sent home for a part, or the whole of the day. When this does not succeed, he is suspended from the school for a specified period; then, if this does not secure good behaviour, the boy is finally dismissed from the school. Should his contrition and future conduct warrant it, he may, after a certain time, upon the application of his parents and his own promise of good behaviour, be reinstated in the school; but when *expelled*, he cannot be re-admitted.

Finally, we anticipate much benefit from the Library recently established in the school. It contains about 500 volumes of most valuable books. By proper management, it will enable us to accomplish more, in a given time, than we have ever yet done in the Provincial Model School.

AMENDED COMMON SCHOOL REGULATIONS,

RELATING TO THE CONSTITUTION AND GOVERNMENT OF SCHOOLS IN RESPECT TO RELIGIOUS AND MORAL INSTRUCTION, AND ADDITIONAL DUTIES OF MASTERS AND PUPILS.

[The 5th section of the 6th chapter of the General Regulations, &c., for the government of Common Schools in Upper Canada, has been revised as follows—embracing certain additional regulations in regard to the duties of masters and pupils:]

V. RELIGIOUS AND MORAL INSTRUCTION.*

As Christianity is the basis of our whole system of Elementary Education, that principle should pervade it throughout. The Common School Act, of 1850, fourteenth section, securing individual rights, as well as recognizing Christianity, provides, "That any Model or Common School established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the section of the Act thus quoted, the principle of religious instruction in the schools is recognized, the restrictions within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from Trustees, Superintendents, or the Government itself. Therefore it shall be a matter of mutual arrangement

* See pamphlet edition of the Common School Acts for Upper Canada, (1850,) pp. 61, 62.

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between the Teacher and the parent or guardian of each pupil, as to whether the Teacher shall hear such pupil recite from the Catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian.

The Common School being a *day*, and not a *boarding* school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

The following Regulations in regard to the "Opening and Closing Exercises of each day," the "Duties of Masters and Teachers," and the "Duties of Pupils," which have been adopted by this Council, and approved by the Governor General in Council, in regard to Grammar Schools, shall apply and be in force in regard to all Common Schools in Upper Canada.

I.—Opening and Closing Exercises of each Day.

1. With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Common School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Trustees and Master of each School. But the Lord's Prayer shall form a part of the opening exercises; and the Ten Commandments shall be taught to all the pupils, and shall be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Master of the School.

FORMS OF PRAYER.

I. BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

Let us pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy name, Thy kingdom come, Thy will be done in earth, as it is in Heaven; Give us this day our daily bread; And forgive us our trespasses, as we forgive them that trespass against us; And lead us not into temptation; But deliver us from evil; For Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

II. AT THE CLOSE OF THE BUSINESS OF THE DAY.

Let us pray.

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning: we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that thou has seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now, and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thy only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore, *Amen.*

II.—Duties of Masters.

1. Each Master of a Common School shall punctually observe the hours for opening and dismissing the School: shall, during the school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed each morning and evening as stated in the preceding part of this section; shall daily exert his best endeavours, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian Religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. The Master shall practice such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases, he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

3. For gross misconduct, or a violent or wilful opposition to his authority, the Master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Trustees, through the Chairman or Secretary. But no pupil shall be expelled without the authority of the Trustees.

4. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Master, with the approbation of the Trustees, to expel such pupil from the school. But any pupil under the public censure, who shall express to the Master his regret for such course of conduct, as openly and

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as explicitly as the case may require, shall, with the approbation of the Trustees and Master, be re-admitted to the school.

5. The Trustees having made such provisions relative to the school house and its appendages, as are required by the fourth clause of the twelfth section of the Common School Act, 18th and 14th Vict., cap. 48, it shall be the duty of the Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school house, as will ensure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

6. Care shall be taken to have the school house ready for the reception of pupils at least *fifteen* minutes before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

III.—Duties of Pupils.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the Master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the Master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the Master, forfeits his standing in his class and his right to attend the school for the remainder of the quarter.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school until he shall have paid the appointed fee.

Adopted by the Council of Public Instruction for Upper Canada, on the Thirteenth day of February, 1855.

Education Office,
Toronto, 15th February, 1855.

[official circular.]

From the Chief Superintendent of Schools to the Boards of Trustees of Grammar Schools throughout Upper Canada.

Gentlemen,

I have the honor to transmit you herewith the Regulations which have been adopted by the Council of Public Instruction, and approved by the Governor General in Council, for the better organization and government of Grammar Schools in Upper Canada—including rules as to the qualifications for admission to each Grammar School, the exercises and discipline to be observed, the course of studies to be pursued, and the text-books o be used. These regulations have been very carefully considered; and they will, I am persuaded, contribute much to the improvement of the Grammar Schools, and greatly facilitate their management on the part of Boards of Trustees and Head Masters.

2. The regulations in regard to the qualifications for admission to the Grammar Schools (1st section, 2nd clause) cannot, of course, apply until the commencement of the next half year—after the summer vacation—when all the pupils attending the Grammar School at that time, or then applying for admission, must be examined according to that regulation, and classified according to the programme.

3. In regard to the Text-books sanctioned for use in the Grammar Schools, three remarks may be made: The first is, that in the English branches, the National Books, with one or two additions, have been selected and authorised, as they are upon the whole, the best series of English text-books published are in use in the Common Schools, and are easily obtained. The second remark is, that in the Greek and Latin languages, more than one text-book on the same subject has, in some cases, been authorised—especially grammars. The reason is, that each of the books mentioned is used and preferred by a considerable class of teachers; and the first object of the Council of Public Instruction being to secure the use of an uniform series of Text-Books in each Grammar School; and then, after the test of comparison and experiment, (which may be made under the new system,) to secure the use of the same Greek and Latin grammars in all the schools. This is, indeed, effected in part by the regulations requiring Arnold's First Lessons in Latin and Greek alone to be be used by the pupils in commencing the study of those languages. My third remark is, that while each Board of Trustees will, of course, determine which of the books authorized (where there is an option) shall be used in their school, some regard should be had to the circumstances of individual parents and pupils, in superseding the use of some books now in use, by the introduction of new ones. In first introducing an uniform series of text-books into the Common Schools, I stated that the authorized books should be introduced as the old and unauthorized books might become worn-out, and as new classes should be formed in each school. I think it best for the Board of Trustees to adopt the same method in introducing an uniform series of text-books into the Grammar Schools. They have authority under the present Grammar School Act and accompanying Regulations, to determine not only which of the text-books authorized shall be used in each school, but also that each pupil shall be provided with such books. I may, however, add, that it is the teacher, rather than the books, that makes the school, whether it be an elementary, or high school, or even college.

4. In respect to the course of studies and the order of subjects prescribed by these Regulations, it is important that the Boards of Trustees and Head Masters should exercise a philosophical as well as parental discretion in recommending or sanctioning the selection and pursuit of *optional* subjects by pupils. In preparing this Programme of Studies, it has been sought to keep the two following educational axioms in view:—First, "That a course of studies should be adapted to exercise and improve the various intellectual powers of children, accord. to the natural order of their development." Secondly, "That the subjects of study should be so arranged that the knowledge of the first prepares the mind of the pupil for the acquisition of the second, the second for attaining the third, and so on in regard to all the subjects of the course." In the exercise of options

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in regard to one or more subjects of study, (as is allowed in the accompanying programme,) Trustees and Head Masters cannot too seduously exert their influence upon parents and pupils to direct their preferences in harmony with the foregoing axioms, and to that which is most practical and useful in ordinary life.

5. In giving practical effect to the accompanying Regulations and Programme of Studies, I beg to offer for the consideration of the Boards of Trustees and Head Masters, two or three remarks on the objects and methods of teaching, which I think should be insisted upon and pursued in every Grammar School. As the office of the Grammar School is that of a *preparatory* school to the University for one class of pupils, and that of *finishing* school to another and larger class of pupils, *thoroughness* should characterize the teaching of all subjects of the Course of Studies. *Every* pupil should be taught the language of his country,—should be able to read it with accuracy, intelligence and grace—should know the orthography and the meaning of its more difficult, as well as of its more easy words—should understand its grammatical structure, and should learn to use it with skill, and to appreciate its excellencies, by the practice of speaking it accurately in ordinary conversation, by frequent composition in writing, and by the critical reading and analysis of portions of the English Classic Authors, in both Prose and Poetry. The foundation of sound scholarship in *Foreign languages* can only be laid in an accurate knowledge of their grammatical forms and principles, their proper pronunciation, and a clear perception of their differences of structure and idioms from the English and from each other—objects which cannot be accomplished without the practice of oral and written exercises and compositions in the languages taught, as well as of accurate and free translations of their standard authors. In *Mathematics* the pupil should be familiar with the definitions, should perfectly understand the reason, as well as the practice, of each step of the process in the solution of every question, from simpler cases in Arithmetic to the more difficult problems of Algebra and propositions of Geometry. In *teaching all the other subjects* of the course, there should be like accuracy and thoroughness. No pupil should be allowed to advance from one rule or subject to another in any of the branches taught, without a thorough knowledge of that which precedes it. The progress of the pupils should be judged, (and will be judged in practical life,) not by the number of pages of *books* they may have gone through, but by the nature and number of the *subjects* they have mastered; and the thorough teaching and study of a few subjects is better for the purposes of mental discipline, solid learning, and success in life, than the superficial teaching and study of many subjects.

6. The success and efficiency of the Grammar Schools must now chiefly depend upon the manner in which you, gentlemen, discharge your duties in the selection of Masters and Teachers, and in the oversight and provisions for the furnishing and support of the schools. All the Text-books, Maps and Apparatus required, can be procured at the Educational Depository connected with this department, at the cost prices. I had hoped, that before the adjournment of the Legislature in December, a Bill would have been passed amending the "Grammar School Act," so as to facilitate the discharge of their duties by Boards of Trustees, and greatly contribute to the interests of Grammar Schools. I think we may now anticipate the passing of such a Bill in the course of a few weeks, as I believe there is no less ardent desire on the part of the Government and Legislature, than throughout the country, to do all in their power to promote the success and usefulness of all our Educational institutions.

I have the honor to be,
Gentlemen,
Your most obedient servant,

EDUCATION OFFICE, E. RYERSON.
Toronto, February 17th, 1855.

[OFFICIAL CIRCULAR.]

To Municipal Councils and School Corporations in Upper Canada, who have established Public Libraries.

The undersigned, has great pleasure in stating to all those Municipal Councils and School Corporations in Upper Canada, who have established Public Libraries, [upwards of 200 in number], that he will add *twenty-five per cent.* on the sums heretofore apportioned to them severally for Public Libraries. The apportionment will thus be increased to one hundred per cent. upon all sums of money raised from local sources for the same purpose.

Each Municipal Council and School Corporation concerned can select Books from the Official Catalogue to the amount of twenty-five per cent. upon the sum or sums already contributed by them, and forward their orders to this department; and the books will be packed up and forwarded as fast as the work can be performed. In case any particular book or books requested may not be on hand, or cannot be procured, corresponding books will, as far as possible, be selected from the catalogue and forwarded; and, when desired, the selections of any part, or of the whole of the books to the amount apportioned, will be made by this department.

In each case, please state the person to whom, and conveyance by which, it is desired that the books shall be sent.

E. RYERSON.

EDUCATION OFFICE,
Toronto, February 1st, 1855.

PUBLIC LIBRARY NOTICE.

To Municipal Councils and School Corporations in Upper Canada.

Until further notice, the undersigned will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations for the establishment or increase of Public Libraries in Upper Canada under the regulations provided according to law.

E. RYERSON.

EDUCATION OFFICE,
Toronto, February 1st, 1855.

NORMAL SCHOOL TEACHERS.

THE present Session of the NORMAL SCHOOL for Upper Canada will CLOSE on the 15th of April next. Trustees and others in their applications to this Department for TEACHERS, will state distinctly the Class of Teacher, Male or Female, which they may require, whether 1st or 2nd (no 3rd Class Certificates are issued); and the amount of Salary which they may be able to offer. Applications should be sent in not later than the first week in April.

N.B.—The next Session of the NORMAL SCHOOL will commence on the 15th of May, and end on the 15th of October, 1855.

Education Office, Toronto, February, 1855.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

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☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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CONTENTS OF THIS NUMBER.

I. Endowed Schools of Ireland 33

II. Practical Educational Papers—The Great Value of Inspection in Public Schools. 2. On the Formation of Style. 3. Common Things at our Public Schools. 4. Hints to Local School Authorities. 5. An Eventful Life. 6. Schoolboy Politeness. 37

III. Editorial—1. Duties of the Department of Public Instruction for Upper Canada. 2. Decision of the Court of Queen's Bench in cases of Appeal by the Chief Superintendent of Schools... 40

IV. Report on the Culture of the Normal School Grounds for the year 1854 42

V. Miscellaneous—1. There's no Dearth of Kindness (Poetry.) 2. The First Maps of America. 4. Childhood's Terrors. 4. Foreign Postage, Twenty Years ago. 5. A Large Ship and a London Square contrasted 44

VI. Educational Intelligence—1. Canada Monthly Summary. 2. School Examinations. 3. Great Educational Scheme for India. 4. Ragged Schools. 5. Education in the State of New York. 6. Education in New Jersey 45

VII. Literary and Scientific Intelligence—1. Monthly Summary. 2. Literary Announcements. 3. Deaths of Literary Persons. 4. Death of Scottish Judges. 5. Monument to Wordsworth. 6. Veterans—Non-Combatant. 7. Ages of British Statesmen. 8. Author of "Vestiges of Creation." 9. Vegetable Life. 10. Discoveries at Memphis. 11. Basswood Paper 46

VIII. Advertisements 48

THE ENDOWED SCHOOLS OF IRELAND.

From the Irish Quarterly Review for Sept., 1854.

The Royal Schools, the most important from their revenues, although not the first in point of time of the Irish Endowed Schools, were established in the years 1627 and 1629 by Letters Patent of King Charles I. In the former year, that Monarch granted certain lands in different places to the Archbishop of Armagh and his successors, for the sole use and behoof of the Master for the time being of the Free School,* at the towns of Mount-norris, in County Armagh, Mount-joy, in County Tyrone, Donegal, Lisgoole, in County Fermanagh, and Cavan. Two years afterwards grants were made upon similar trusts for the Schools of Carysfort and Banagher. From some cause which is now unknown, the positions of the earlier Schools were changed, and they were established in the towns of Armagh, Dungannon, Raphoe and Enniskillen. The aggregate endowment of these seven Schools is 13,660 acres, which at present produce a rental of nearly £6000. In consequence of the great abuses which were found to exist under this arrangement, the estates were, by an Act of Parliament, in 1813, vested in a Board of Commissioners, who, after paying the expenses incident to the estates, and keeping the School-house in repair, pay the Master and his assistants salaries, which are generally regulated by the endowment of the School, and are directed to expend the surplus in the maintenance of Free Scholars, or in the foundation of Exhibitions in Trinity College, Dublin. The Masters, at their discretion, and usually at the same rate as the best private schools, charge fees for both board and tuition. The admission of Free Pupils appears to be regulated rather by the feelings of the Master than by any external control. If we exclude Carysfort, which has always been an Elementary School, and the two Schools recently established by the Board for the children of their tenantry, the annual number of pupils,* in each of the six principal Schools, on an average of the four years, ending 31st December, 1852, has been 46½—of these 7½ have been free. "The Royal Schools," we quote from the *Report of the Committee on Foundation Schools*, "were not precluded either by their Charter, or by any Act of Parliament or Bye-law, from receiving all religious denominations. Though the course pursued in the instance of Diocesan Schools, of appointing Masters from the Church of England and generally Clergymen, prevailed also in the case of the Royal Schools, it does not rest on any law. The Lord Lieutenant, as in the case of the Diocesan, has the appointment solely in his own hands, unshackled by any limitation of an exclusively religious character. The assistants also are usually Protestants, but chosen from the laity. The Royal Schools have at all times been considered open to all religious persuasions."

The Diocesan Schools, the earliest attempt at intermediate education in Ireland, date from the 12th of Elizabeth. The statute under which they are founded is intituled "An Act for the Erection of Free Schools," and provides that there shall be "a Free School within every Diocese of the realm of Ireland, and that the Schoolmaster shall be an Englishman or of the English birth of Ireland." The School-house for each Diocese was directed to be built in the principal shire town of the Diocese, at the cost and charges of the whole Diocese, and by the "device and oversight" of the Ordinaries of the Diocese, or, in case of vacancy, of Vicars General. The Sheriff of the shire, and the Lord Deputy or Governor were to fix the Schoolmaster's salary, of which the Ordinaries of each Diocese were to provide the third part, and the Parsons and other ecclesiastical persons

* *i. e.* endowed Schools, not "*free Schools*," supported by local rates, as in Upper Canada. In this sense must the term "Free School" throughout this article be understood.

* These figures are taken from a Parliamentary Paper, Ordered by the House of Commons, to be Printed, 25th April, 1853—No. 400.

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of the Diocese were to provide the remainder. Even in Elizabeth's own time, this Act seems to have been imperfectly carried out. Mr. D'Alton, in his evidence* before the Committee on Foundation Schools, mentions a curious record, whereby Queen Elizabeth, understanding that this Act was "slenderly or not at all executed" in Limerick, empowered the Mayor of that city, by mandate, to sequester yearly, and from time to time, so much of the livings, tithes, &c., as belonged to the Bishop and Clergy of the Diocese until the Act was complied with.

Various statutes were made during the reign of William III., and his immediate successors, concerning those Schools, but with no satisfactory results. In the year 1813, by the same Act which regulated the Royal Schools, the Diocesan Schools were placed under the control of the same Board, and permission was given to the Commissioners, with the consent and approbation of the Lord Lieutenant, to erect into one district two or more Dioceses, and to consolidate into one District School, the several Diocesan Schools of their united Dioceses. The Lord Lieutenant, with the advice of the Privy Council, is empowered to fix and apportion among the different Diocese in a district, the Masters' salaries which are to be paid by the same parties, and in the same proportions, as the original Act of Elizabeth directs. The Act further enables the grand jury of the county in which the School is established to present on the county any sum or sums which they should think proper for purchasing a site, and building or repairing a School-house. Notwithstanding all these attempts to improve them, the Schools have never succeeded. In 1838, the Committee† of Foundation Schools thus describes their condition: "The Lord Lieutenant will not appoint Masters unless a salary is secured, the salary is refused by the Clergy unless the School is built by the grand jury; the grand jury refuses to build the School, unless the Master stipulates to receive a certain number of Free Scholars: the Master refuses to receive Free Scholars on the compulsion of the grand jury, and the Commissioners will not, or cannot, enforce the right either on the part of the grand jury or their own." At a still later date, no improvement seems to have been made. In their Report for 1850, the Commissioners of Education observe, "As regards the Diocesan Schools, generally, we regret to be obliged to state that with a few exceptions they have failed to be productive of the benefits originally expected from them. This has arisen partly from the mode of payment of the Masters, alike distasteful to the Clergy and to the Master, and partly from the dilapidated state of many of the School-houses, for the repair of which no fund beyond a voluntary presentment by a grand jury is provided by law." There are at present fourteen Diocesan Schools‡ in operation. They are situated in the towns of Ballymena, Carlow, Cork, Downpatrick, Elphin, Londonderry, Limerick, Mallow, Monaghan, Mullingar, Naas, Rosscarberry, Tuam, and Wexford. The annual number of pupils in each School, on an average of the four years ending 31st December, 1852, was 24, of whom three were Free. It is stated that they have no landed property, and a very small income in some cases in stock. No religious restriction was ever imposed in these Schools. It has been generally supposed that as they are supported by the contributions of the Clergy of the Established Church, they must be strictly Protestant. The following extract from the Report of the Committee on Foundation Schools‖ will show the error of this opinion: "There is nothing in the Act of 12 Elizabeth, or in any subsequent modification of that Act, limiting admission to these Schools to Protestants. The Acts of Charles and William affect the Masters of the Schools only. No later enactment refers to the subject, nor has any by-law been passed by either the Diocesan Clergy, grand juries, or the Board of Commissioners, to that effect. * * * Nor is this confined to the pupils. There is no law now in force requiring the teacher to be of the established religion; and Mr. Quinn, the former Secretary, declares no religious test is exacted, nor is there anything which could preclude a Roman Catholic or Presbyterian from being appointed by the Lord Lieutenant to the mastership of any one of these Schools."

Besides these Schools of public foundation, the Commissioners of Education§ have under their control 23 others, which may be termed private foundations. They are situated at Athlone, Ballyroan, Bandon, Clane, Carrickmacross, Charleville, Clonakilty, Clonmel, Cloyne, Dundalk, Eyre Court, Kilbricken Tenantry, Kilkenny, Kilworth, Kinsale, Lifford, Lismore, Middleton, Navan, Rathvilly, Tullyvin, Waterford, and Youghal. Of these, five, viz., the Kilbricken Tenantry, Kilworth, Lifford, Rathvilly, and Tullyvin Schools, seem to be merely elementary. Of the remaining eighteen, several, such as Eyre Court, are not Classical Schools, but might probably be made such. Excluding Athlone, the Mastership of which was vacant when the return was made, and the five elementary Schools, each of the others, on an average of the four years ending December 31st, 1852, had about 24 pupils yearly, of whom about six were free. It would seem that only three of these Schools, Ballyroan, Clonmel, and Middleton, have their estates vested in the Commissioners. In other cases the payments are, we believe, made directly to the Masters. We cannot state with accuracy the gross amount of their endowments, but from a table compiled by Mr. D'Alton, their united revenues exceed £6000 a year. This amount is, however, apparently too large. With the exception of Tullyvin, they are open to all religious denominations, and no religious qualification is required in the Masters. The appointments are in the gift of the Trustees, or of Corporations, or of Bishops of the Established Church.

It would appear from the evidence given by Mr. D'Alton before the Committee on Foundation Schools, that several other endowments for Educational purposes are, or ought to be, in existence. The charter granting in 1631, one hundred acres of land for a School at Clogher, has been lately printed in the Parliamentary Paper which contains the charters of the Royal Schools. But we believe that no such School is in operation. There are also many other minor endowments of little value singly; but which, if consolidated, might be made most useful. Some further enquiry into this subject would be desirable.

Last of all, and differing from the other Endowed Schools in being under a separate management, are the Grammar Schools of Erasmus Smith. The Committee on Foundation Schools observe, that "it may be a matter of question whether these Schools should be considered private, or public. They are undoubtedly of private foundation, but from the frequent interposition of the legislature, they may in great measure be regarded as public institutions." They were established under a charter granted in 1669, to carry out the intentions of Erasmus Smith, who settled large estates for Educational purposes. The charter provides for the foundation of Free Grammar Schools at Drogheda, Galway, and Tipperary. A fourth, subject to the same conditions, was subsequently founded at Ennis. It further directs that the children of the tenantry on the settled estates, without any restriction as to numbers or residence, should be educated gratuitously, and that the same privilege should be extended to a number of other boys at the discretion of the Governor, provided that the whole number did not exceed twenty, and that they were resident within two miles of the School. For these, all fees are strictly prohibited, but the Master may take from the remainder an entrance fee of two shillings each. As the value of the estates increased, difficulties arose as to the application of the surplus. Various Acts of Parliament were passed, authorizing different forms of expenditure. Several Professorships, to the aggregate value of about £500 a year, were founded in Trinity College, but owing to the depressed condition of the estates, these endowments have been, since 1847, almost wholly withdrawn. Thirty-five exhibitions of the value of about £8 each, and tenable until the exhibitioner has attained Master's standing, that is for a period of seven years from entrance, have also been established in the same Institution.

* In reference to these exhibitions, the Provost and Fellows in reply to some enquiries of the Trinity College Commissioners,

* P. 44. † Q. 821. ‡ P. 48.

‖ Parliamentary Paper, Session 1853, No. 400.

§ The Commissioners of Education here and elsewhere mentioned in this article, must not be confounded with the "Commissioners of National (i. e. Common School) Education in Ireland."

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state that "of Erasmus Smith's exhibitions, only twenty in the last ten years have been given by examination at entrance. The remaining exhibitions, on this foundation, are filled up by the Board from students who have already been distinguished in their academic career, without reference to the schools at which they were educated." The management of the Schools and the estates is committed by the charter to a Board consisting of thirty-two members. The Archbishops of Armagh and Dublin, the Chief Justices of the Queen's Bench and Common Pleas, the Chief Baron, and the Provost of Trinity College, are *ex officio* members. This Board elects new members as vacancies occur; and makes no report of its proceedings. It is provided that the Masters who are appointed by the Governors, shall be approved by the Bishop of the Diocese "if they shall willingly subscribe the two first canons of the Church of Ireland." No religious restriction is imposed on the pupils. The Master is directed to lecture every Sunday on Usher's Catechism, but the anxiety to provide for the education of the children of the tenantry, shows that the Schools were designed for the benefit of all religious denominations, since the bulk of the tenantry on the southern and western estates, must at the date of the charter have been Roman Catholics.

In considering the condition of these Schools, the first point which naturally attracts our attention is the constitution of their governing body. The Commissioners of Education in Ireland, consists of the Primate, the Lord Chancellor, the Lord Chief Justice of the Queen's Bench, the Chief Secretary for Ireland, the Members for the University, the Provost of Trinity College, the Bishop of Tuam, four other Bishops, one from each province, and four other "proper and discreet persons," who are appointed by the Lord Lieutenant. It would not have required extraordinary sagacity to have predicted that such a Board could never work well. The time of the eminent persons who are *ex officio* members is fully occupied by other duties. The Provincial Bishops are necessarily non-resident. The remaining four "proper and discreet persons" serve gratuitously, and in most cases must have other more urgent demands upon their time.

Not only is the constitution of the Board defective, and its energy misdirected, but its powers are very much restricted. In the Diocesan, and most of the private Schools, the Board has no control over the funds. The Master of the School receives his salary directly from the Clergy or the Trustees, and there are seldom any surplus funds. But the property of the Royal and other Schools, which is vested in the Board, collectively exceeds the sum now required for payment of all salaries and similar purposes. Each School, however, has its own separate endowment, and the Board has no power to apply the surplus rents of one School to the wants of another. Under the present system, the surplus funds are allocated to support, maintain, and provide for free scholars, and to endow Exhibitions in Trinity College, Dublin, at the discretion of the Commissioners. The latter alternative has been adopted, and a sum exceeding £1000 per annum, is given in Exhibitions, tenable under certain conditions, for five years, varying in amount from £25 to £50, and bestowed by public examination, upon the best answerers in a prescribed course. Objections to this system arise from every quarter. Four of the Royal Schools, and one Private Foundation, are sufficiently wealthy to have Exhibitions. But as these Exhibitions are strictly appropriated to each School, and as the Candidates from all the Schools are examined together, it sometimes happens that the defeated candidate of one School is better than the successful candidate from another, and thus the anomaly occurs, that in an open and perfectly fair examination, the worse man obtains the prize. But at a time when the Commissioners of the great English Universities propose, with the general consent, to abolish all restrictions of place and birth and name, in the various endowments of those establishments, it would be indeed strange to see the opposite process in operation in Ireland. Fortunately it is unnecessary to discuss the question. It has been long since settled. A far more important change was made by the Act of George III.. This measure, which the late Sir Robert Peel, then Chief Secretary for Ireland, introduced, took away from the Masters the estates which the charter had vested in them, conferred these estates upon the Board as at present constituted, and rendered the Masters dependent for their salaries on the discretion of this Board. At a still later period, the Commissioners of Education themselves, by virtue of the powers which their Act conferred, established the Exhibitions to which we have referred, and merely required that each candidate should have been for three years a pupil at some of the Royal Schools. It was probably thought that the inhabitants of these particular localities necessarily possessed a great advantage, in having their children educated under their own eyes, and in thus avoiding the inconvenience and expense of sending them to reside in some distant county. But if the Legislature was justified in taking away from the Masters their estates, and appropriating to the present purposes, without any local restriction, the surplus revenues they may well admit to a share in these advantages, if on other grounds it is judged expedient to do so, boys educated, as well as born, out of the charmed circle of the estates. The Act of George III. gives to the Commissioners the alternative of maintaining Free Scholars at the School, or of establishing Exhibitions in Trinity College. To the former plan, as well as to the original idea of "Free Schools," the objections are at least as strong as to the present system of Exhibitions. The Board would either insist that the Master should instruct the Free Schools gratuitously, or they would pay him at a certain rate for each boy. In the first case, the Free Scholars would represent a certain charge upon the Master's salary: in the second, a certain number of pupils in addition to his salary, guaranteed to him by the Board. In a very short time the results of these two methods would completely coincide, and the Free Scholars would always be regarded as a charge upon a settled income. In such circumstances, unfailing experience shows that careless Masters are consequent upon the removal of the chief incentive to exertion. The Diocesan Schools support their original character of Free Schools by the gratuitous instruction of three boys, on an average, in each School. The Royal Schools, as having about three times their revenue, are proportionately liberal, and exhibit an average of between seven and eight free pupils in every School. In Erasmus Smith's Grammar Schools there are absolutely none: we must remember, too, that the returns from which these figures are taken, refer to a period during which considerable agitation had prevailed on the subject of gratuitous education. In a paper* read before the Society of Arts by the Dean of Hereford, so well known for his successful exertions in the cause of elementary education, we find some remarkable statements upon the subject. The same high authority, in strong terms, declares his conviction, founded on considerable personal experience, that "the educational and other charities dispersed over the country, do little or nothing but positive mischief." Similar opinions are held by several of the Privy Council, and by Inspectors of Schools, whose views are fully stated by the Dean of Hereford.

Were cheap, but wholly gratuitous, Education secured, we may consider the propriety of devoting a part of the surplus funds to the endowment of Collegiate Exhibitions. Every parent naturally thinks his own son likely to obtain one of these prizes, which at once confer upon the holder rank among his companions, and relieve the paternal finances in the most gratifying way by the honorable and hard won earnings of the boy. Thus the Exhibitions operate as an attraction to children yet untried, and bring more pupils to School. After some time spent at School, if the parent has any reason to hope, and he is slow to despair, that his son has a fair chance of success, he will leave the boy a year or two longer, and thus Exhibitions—and nothing can be more important—keep boys at School. Even if the boy fails, and from the very nature of the case the great majority must fail, the effort has not been without its value. The simultaneous efforts, too, of a whole School, although the boys themselves are unconscious of them, imperceptibly raise the standard of Education. The Master is not slow to feel the general activity. The Exhibition is the great prize of his

* "Remarks On the Importance of Giving, as Far as Possible, a Self-Supporting Character to Schools for the Industrial Classes, and the Means of Doing So." London: Groombridge and Sons. 1853.

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School. To its attainment all his energies are directed. He is not influenced merely by the desire of doing his duty, and of promoting the general advancement of his pupils. He has a more definite object. His professional character and prospects are much more nearly affected by the immediate success of his pupils, when they first leave him, than by their prosperity in after life. In the one case, there can be no doubt that his skill mainly contributed to the desired result,—in the other, his share cannot easily be perceived or apportioned. But while he hurries on his most promising boys every year, he insensibly draws along with him the whole School. How highly Exhibitions are prized, both by the scholastic profession and by the public, the complaints of the unendowed Schoolmasters, and the reasons which they assign for those complaints, sufficiently prove. These we have already given in their own words, but now, in support of our views, we shall bring forward the evidence of two "practical men." Both are successful teachers, the one in England, the other in Ireland: the former has Exhibitions attached to his School, the latter has none. The former, the Rev. John Day Collis, who, though an Irishman by birth, has converted a poor and decayed Grammar School in Worcestershire, into a prosperous and valuable Institution, in an interesting address, when commemorating the Tercentenary of the foundation of his School, makes the following remarks:—"There is one advantage in the meagre sum (£35 a year) which the Head Master receives here; and it is this, that he must work for his bread. * * The best endowment for any School, the most certain means of attracting pupils, and stimulating their exertions as well as those of the Masters, is to endow it with scholarships and exhibitions. These keep alive the energies of the master no less than of the pupil; these stimulate the flagging zeal of the former, and by holding out to the latter a substantial reward for industry, they give a spur to study such as it would be in vain to look for from any other quarter. The real endowment of this School consists in the six Scholarships to Worcester College, with the six Fellowships attached. These are the substantial prizes we have to offer the rising talent of our pupils, these the rewards which will fall to the lot of industry and application." Our other witness is the Rev. Dr. Wall, of Dublin, the President of the Academic Association, and for thirty years a successful laborer in his arduous profession. This gentleman, after strongly advocating the remodelling and general extension of the Exhibitions, writes, "The exhibitions thus obtained (to continue for four years) will enable a number of deserving and well educated young gentlemen to obtain a degree, and pursue a profession in whichever College they consider most to their advantage; whilst the prospect of such a thing being within his reach will stimulate many a schoolboy who may not finally be successful, to aim at a higher degree of excellence than he would otherwise be inclined to do. Thus will there be secured in all the Schools of the country, endowed and independent, a uniformity of system and a good curriculum of useful knowledge, to become the groundwork of future distinction and of a more extended education; the standard and tone of Education will be raised in *every* School, and as it will in this way be necessarily of a better order, even those boys who would have no chance of succeeding at such an examination, yet being reared in the atmosphere of an improved system of instruction, cannot fail of being better taught than they otherwise would be."

Importance of Inspection.—The most direct and certain advantage which we should anticipate from this system arises from the constant inspection of the Schools. The salaried Commissioners, or if these were not appointed, Inspectors under the direction of the Board, should at least once a year visit every School of the Board, and report upon its general condition. *The healthy and prosperous School would court the fullest enquiry.* The ill managed and neglected would alone object. Parents would rejoice in such a system, for it would both prevent and correct abuse. They would also be able to obtain authentic information as to the character of the School to which they proposed to send their children. Masters would find a favorable report of their system of instruction, and of their attention to the health and comfort of the boys, a more satisfactory recommendation than references to a few distinguished person whose personal knowledge of the School is often very slight, or even than occasional Honors at the University. The system of inspection has been found very useful in Elementary Schools both in England and Ireland. It has also been tried, as a voluntary system, with some success in the case of intermediate Schools in England, under the care of the College of Preceptors. Its absence in the Endowed Schools of this country is regretted by the Committee on Foundation Schools, to whose labors we have made such frequent reference.

The public, with the assistance of the examinations and the reports of the Inspectors, would quickly discover where the best teaching was given, and the best books were used; and the Masters, for their own interest, would not be slow in carrying out the results which were thus obtained. The different practice of different Schools would be a far more likely method of discovering the truth, than the most careful meditations of the ablest Board. The question, indeed, of the best subject for study at School in the present day is far from settled. But the experience which, in a few years, would be gained from so large an experiment, the results of which it would be the duty of the Board to preserve and digest, would furnish valuable data for the solution of this important problem.

In the Royal and Diocesan Schools, the appointment of the Head Master rests in most cases with the Lord Lieutenant. The exceptions are, the Diocesan Schools of Armagh, Dublin, Kildare and Meath, and the Royal School of Armagh, which are in the gift of their respective Prelates; the Royal School of Dungannon also appears to be in the gift of the Primate. The patronage of the Private Foundations belongs to the representatives of the original trustees, or to trustees now acting, or to corporations, or to the Bishops of the Established Church. We have already observed, that in no case, except the Schools of Erasmus Smith, and one private foundation of small importance, is any religious qualification required. A change in the appointment of Assistants would also be desirable;—at present the Assistant Master is paid by the Board, and is thus in a great degree independent of the Principal. But in a school it is quite essential that perfect harmony should exist among all the Masters, and that the authority of the Principal should be supreme. Such an end can only be obtained by giving the Head Master full power to appoint and dismiss his own Assistants. We believe that one of the largest schools in Ireland received a severe and lasting injury from the imperfect control of the Principal, and the difficulty of removing, without direct proof of misconduct, Assistants who were notoriously unfit for their position. The best plan would be to give the Principal a certain salary, and require him to provide as many Assistants as the School might need.

We have hitherto confined our observations exclusively to the Commissioners of Education, and the Schools which are under their superintendance. We have still to notice the Grammar Schools which were founded by Erasmus Smith. These Schools were specially exempted from the operation of the Act of George III. and are under a distinct and peculiar management. We do not think that there is any valid reason for this exemption. It can scarcely serve any good purpose to keep up a separate Board, and that too, of so unwieldy a nature as the Board of Governors of Erasmus Smith's Schools, for the administration of four Schools. At the time when this Board was constituted, no other means existed of administering its trusts. At present the machinery for a more complete execution of the settler's design exists, and the interests of the public, and the Schools would certainly be promoted by placing them under the same control as all similar institutions of the country. The Acts of Parliament which regulate these Schools, require in every particular, careful revision. At present, each of the head masters receives the original salary of a hundred marks, or £66 13s. 4d. a year. The Ushers seem to have fared a little better. The Charter only allows twenty pounds a year, and one Usher to each School. The Board seem to have strained their power in allowing them £50 to £60. From a Parliamentary return, it appears that the entire expenditure upon the four Schools for the last year has been £658 10s. 9d. Of this sum, £186 17s. 5d. are set down for "rents, poor rates, insur-

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ances, repairs and incidentals." Yet these Schools were the immediate object of the endowment, and the gross rental of the estates in that same year, exclusive of Receiver's Fees, exceeded £8,500, and the actual receipts of the Governors were £7,762 18s. 9d. This surplus is variously applied under legislative sanction. We might well return so far to the Founder's intention, as to give to the primary objects of his bounty, that "liberal maintenance" with which, as the Charter recites, he was so anxious to endow them. Even if no additional funds for the purposes of intermediate education were granted, from the Erasmus Smith's estates, their present amount may be estimated at £1000 a year. The estates of the Royal Schools produce at least £6,000 a year. The Diocesan Schools should bring £4,000 a year. The aggregate revenue of the Private Endowments under the Commissioners of Education is about £2,000 a year. If we suppose the miscellaneous Minor Endowments to be consolidated, and take their gross amount at one-third of Mr. D'Alton's estimate, we shall have a similar sum. Then a sum of £15,000 a year, would be available for purposes of intermediate education. Such a sum, if applied on judicious and liberal principles, and administered by men who were really familiar with their subject, would amply supply our present Educational requirements.

Note.—By a striking coincidence, and probably as the result of the publication of the foregoing paper, a very recent London *Gazette* announces that the Queen has been pleased to direct letters patent to be passed under the Great Seal, appointing the Marquis of Kildare; Charles Graves, D.D.; R. Andrews, LL.D.; H. G. Hughes, Esq.; and Archibald Stephens, Esq.; to be Commissioners for inquiring into the endowments, funds, and actual condition of all schools endowed for the purpose of education in Ireland, and the nature and extent of the instruction given in such schools.

THE GREAT VALUE OF INSPECTION TO PUBLIC SCHOOLS.

The importance of the question of public School inspection is much broader and deeper than at first sight appears. The history of that laborious transition which has occurred, first, from contented ignorance to discontent with ignorance, and then to strivings after intelligence, and attempts at education, fructifying in a very general effort to make schools efficient, discloses to the practical observer, one gangrenous obstacle attaching to the whole progress of the movement, viz., a morbid desire to screen and palliate defects. We believe far less hindrance to education has arisen from the badness of schools, than from the folly of cloaking their badness. This jealousy of criticism has been exhibited greatly in proportion to the reputation of the school. It has always been found that an inspector may, with much less chance of evoking the wrath of the managers, denounce a bad school in wholesale terms than he can insinuate a blemish, or hint a blot, in one which "has a name." It may be said that this is very natural, as no one likes the criticism of that which has obtained him credit, and ministered to his *amour propre:* but natural as this may be, it is not the less injurious, to the progress of education. The very best school is capable of improvement; and as the real value of a school is generally overrated, and its defects are more easily veiled than those of any other object of equal importance, it is greatly to be lamented that this intolerance of criticism should pit itself against the obvious means of improvement which skilled inspection affords. We repeat, that if it stops short of a full and faithful exposure of every fault and defect in the matter and methods of instruction, it betrays its trust, and falls short of its imperative duty. So far from there being ground for complaint of the censoriousness of inspectors of schools, whether local or governmental, proofs abound that they far oftener sin in being too mealy-mouthed, and in winking at defects they deem it ungracious or impolitic to expose. Education is by no means in need of such delicate handling. It is far from being a flame easily extinguished by the breath of censorship. On the contrary, nothing tends more directly to feed and nourish it; and inspectors who have the manliness to set their faces against shams and rote systems, and to "develop" errors, as well as "aims," in their right light, and deserving of the hearty thanks and support of every man who wishes education to be a reality, and a thorough mind-training in the duties and subjects essential for practical life. There are two ways of inspecting schools: one is to praise the teachers and please the managers; the other is to benefit the scholars and improve the schools. It will but seldom happen that those two courses can coincide. The inspector must usually take his choice between them, and according to it is he worthy or unworthy of his office. We are no advocates of undue harshness, or a spirit of fault-finding, He who takes pleasure in blaming, or who fails to apply just censure in kindly or Christian terms, is just as wrong as he who, from false lenience or truckling servility, praises where he ought to blame, or "winks at faults he trembles to chastise."

We firmly believe that the progress of sound teaching is just now more entirely in the hands, and contingent on the faithfulness and courage of inspectors of schools, than any other human agency. None, so well as professional and experienced examiners, can detect glosses, extinguish effete systems, substitute right ones, or invert the pyramid now tottering on its apex. Those who, chafing under the wholesome correction of their own schools, absorbed by the sense of personal grievance, and forgetting what is due to the great behests and eternal aims of education, rail at the remedy, and attack the physician instead of the disease, are the real obstructives to the cause of sound secular and availing religious instruction.—*English Journal of Education.*

ON THE FORMATION OF STYLE.

Few things can be considered of greater importance than the formation of style. There are many modes, direct and collateral, of obtaining a pure and nervous style, one or two of which may be worth notice. Specially I would refer to the effects of mathematical and classical study on this branch of education.

It should be the object of every mathematical writer to obtain the most transparent simplicity in all that he teaches. Mathematical language itself is beautifully simple: co-ordinate English should be equally pure and intelligible. The study of mathematics must tend to produce in the mind logical and symmetrical ideas, so far, at least, as principles are taught, and not merely processes; and the transference of order and symmetry from the science wherein they were first found to all other departments of knowledge, is an inevitable result of the mind's operations. A persevering student would find himself rapidly improve both in command of English and in intimate knowledge of the foundation of mathematical reasoning, who would undertake to translate "Bourdon's Algebra," or "Songe's Descriptive Geometry"—both models of a pure and logical style.

"Mr. Sewell, in the preface to his translation of "Virgil's Georgics," makes the following remarks:—

"The University of Dublin has been remarkable for the attention which it pays to fluent and elegant translation. And it is much to be wished that this should be more carefully cultivated in our English Universities, in conjunction with critical scholarship. The following translation is an attempt to show to students the possibility of combining something even of a rythmical character with the *strictest grammatical accuracy* in the translation of classical poets. It pretends to nothing more. But the tendency of our present practice, in which scholars are allowed to render classical verse into English prose, is so mischevious that a genuine taste for Latin and Greek poetry will scarcely be created until the practice is abondoned."

A translation equal to Mr. Sewell's (which is of no mean merit) is not beyond the capacity of any sixth-form boy whose studies have been well directed, and who, while mastering the intricacies of Latin verse, has not neglected our native English. The man of the world laughs at the pedant who, wise with all the learning of past centuries, cannot wield that implement of language which is of necessity the only one worth wielding. It is not long since the head master of a great public school was convicted by the fluent writers of the daily press of inaccurate English. "He had been digging in the graves of dead languages," and could spare no time for the living.

The system proposed by Mr. Sewell is of greater consequence than has yet been thought. A boy who had translated half-a-dozen books of Homer into blank verse, or Chapman's ballad metre, or the English hexameters, would know something of the beauty and unity of the great poet; whereas, on the present system, the student generally prefers Pope's translation to the original, and considers the Catalogue of the Ships duller than any auctioneer's catalogue. Among the Latin poets there is perhaps none worthier of such careful and artistic rendering than Catullus.

Mr. Mathew Arnold, in the preface to his poems of 1853, speaks as follows:—

"I know not how it is, but their commerce with the ancients appears to me to produce, in those who constantly practice it, a steadying and composing effect on their judgment, not of literary works only, but of men and events in general. They are like persons who have had a very weighty and impressive experience. They are more truly than others under the empire of facts, and more independent of the language current among those with whom they live. They wish neither to applaud nor to revile their age: they wish to know what it is, what it can give them, and whether this is what they want. What they want, they know very well; they want to educe and cultivate what is best and noblest in themselves: they know, too, that this is no easy task—χαλεπὸν, as Pittacus said, χαλεπὸν ἐσθλὸν ἔμμεναι—and they ask themselves sincerely, whether this age and its literature can assist them in the attempt."

That such men exist as those described by Mr. Arnold cannot be denied; that education may develop such temperaments more highly, and render them more numerous, is a belief which all must hold who would earnestly concern themselves in that most important of occupa-

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tions: but it is scarcely to be expected that the theory which attributes their development entirely to classical study will meet with general assent. The concentration of the intellect on a single course of study has a detrimental effect: it destroys that equable and perfect balance of the powers and faculties which is the noblest form of manhood.

These considerations are not a digression from the subject. Style is an indication of character. The formation of style depends on the formation of character. The differences in the prose styles of Macauley and of Landor—in the verse styles of Wordsworth and Tennyson—indicate proportionate differences in the genius of the writers. In mathematical phraseology, style is a *function* of intellect. It is possible, therefore, that collateral cultivation of style may be more effectual than those direct methods, which in many cases fail.

For direct methods of necessity make style the primary object of study. Now, the most perfect writers are the most simple—those whose theme inspire them to forget themselves. Modern æsthetics see fit to reject the meretricious leafage and angular intricacies which once embellished goblets and decanters, and the ruddy or amber fluid gleams in vessels whose sole beauty is simple and symmetric shape; similarily the disuse of laborious ornament and quaint illustration is a symptom of improved taste in matters of style. The only man who ought to write at all is he who is brimful of his subject—whose knowledge is a fountain too continuous in its flow to be pent within customary barriers, and such a man must of necessity be master of a style so suited to his theme that you would as soon criticise the windings of a river as his mode of utterance. If this be true, we shall best attain our end by teaching our pupils to think; by introducing them to those primary realms of science and literature which are the chief domains of the human mind; by familiarizing them in mathematics, logic and political economy, with those theorems and trains of argument whereby the world is guided in its usual course—and in history, poetry, and mental philosophy, with those heroic passions which have power at critical periods, which are the materials given by the Creator for genius to work upon, and whose intensity in certain nations has given to one or two races of men the perpetual empire of the earth. If, after receiving such education as this, your pupil declines to become an author, and writes nothing but letters to his friends, depend on t those letters will be worth reading; if he finds within him those irresistable impulses which compel him to add another to the multitudinous tribe of book-makers, have no fear about his style.—M. C., *in the English Journal of Education.*

COMMON THINGS AT OUR PUBLIC SCHOOLS.

Within the last few months public attention has been drawn to a new branch of Elementary Education, the recognised title of which appears to be "Common Things." The subjects embraced under this head are very miscellaneous: we may instance, however, the ordinary laws of natural and physical science, the most obvious principles of social and political economy, human physiology, the productions of art, and the practical duties and offices of every-day-life. If any one should wish a more exact description, we would refer them to a small pamphlet published by Groombridge & Sons, entitled "Ashburton Prizes for the Teaching of Common Things." The title "Common Things," appears to us to be well chosen: it not only specifies the general class of things meant, but it also gives a strong hint that the things should be *commonly known:* they are things, with regard to which an ignoramus, whatever his station, might be fairly taunted with the question, "Why! don't you know such a common thing as that?" The title, moreover, is a humble one.

The only objection we have to a title so unpretending is, that it may on that account be unnoticed by some who are as much in need of the study as the teachers of our National Schools. Let us look higher, and ask what is the knowledge of "common things" at our public schools—nay, even at our universities? If we were to take at hap-hazard a dozen lads out of the higher classes of the former, or the same number from the mass of the students of the latter, what should we find to be the general run of information on these matters? We should like to substitute for the ordinary examination papers the questions proposed to the competitors for the Ashburton prizes in the present year, some of which we append for the benefit of our readers, and we venture to say, that the result would demonstrate a degree of ignorance which would not be found even among the children of a well-conducted National School.* We do not of course deny that there might be, and probably would be, many bright exceptions to this rule; but with regard to them, we must maintain that there are exceptions, and that their superior knowledge is in spite of, and not a result of, our present educational system.

The sin of which we complain is one of *omission*, not commission: that "common things," or, in other words, Elementary Science is *not* taught, and not that classical literature is taught. Education, to be perfect, ought to embrace the *whole* range of intellectual faculties—to give attention that each power be brought out in due subordination to the rest,—and thus to preserve the relation which our constitution points out. But are there not faculties of the highest importance which will remain latent if classical literature be the only instrument applied to evolve them? We will instance the faculty of *observation*, which is strongly developed in youth and which admits of great cultivation. It is a faculty of the highest practical value to man: every branch of science is indebted to it for its important principles. By it, Newton discovered the earth's gravitation, Torricelli the weight of the atmosphere, Galileo the pendulum, Hervey the circulation of the blood, Jenner vaccination; in each case, *common things* were the starting points: an apple falling to the ground—the failure of a pump exceeding 33 feet in depth—the swaying of a suspended lamp, &c. &c.,—things which had passed before the eyes of thousands, but had not been *observed*, from the absence of the intellectual faculty which was able to grasp them. To say that observation alone produced such mighty conclusions from such trifling *data*, is more than we would assert. Observation, in the true sense of the term, implies the existence of other concurrent qualities of a high character; but we still maintain that it is an independent faculty, and that it is one which should be carefully trained. The study of language, however, does not address itself to this faculty: literature may excite it, but does not train it: these both—the first especially—turn the mind inwardly upon itself—upon its own treasures, its own powers, its own constitution; they have a tendency to remove the attention from the outer world of sense and matter, and to give prominence to the reflective and meditative, rather than the practical powers of our nature. The faculty of which we speak is essentially of an opposite character: it is given us for the purpose of dealing with things without us; it is the agent for the conveyance of new materials to the labatory of the mind; it employs the eye, the ear, the hand as its ministers; but, in order to employ them properly, it requires to be trained, and to be backed by habits of discretion, vigilance, and thoughtfulness.

It is a faculty the seeds of which are strongly manifested in youth. It is that which leads boys out of school to a love of natural history and an observation of the habits of animals: it is that which in school makes instruction by models, diagrams, and experiments more palatable than that which is conveyed by books alone; and which gives force to illustrations borrowed from their own experience. That it is susceptible of culture, we are convinced from the remarkable difference which may be seen between those whose parents and teachers have taken some pains to foster it, and those who have been brought up in a different manner. We detect it in the quick intelligence which glistens in the eye—the vivacity of the whole appearance, and the relish with which new facts or principles are appreciated—a strong contrast to the dreaminess or vacancy of the others. Why, we ask, should not such a valuable faculty be a little more cultivated in our schools? Surely it would be no loss of time—no impairing of the intellectual powers—no prejudice to the study of language and the other branches of education, if an hour or two in the week, at all events, were devoted to the study of natural history—of the common phenomena of natural philosophy—or the processes of art and manufacture. An hebdomadal lecture on "common things" would, we believe, materially hasten, instead of retarding, the abstruse studies now so much in vogue: it would excite habits which would generally sharpen the intellect, and thus enable it the better to cope with them. And while this result would apply to all, there is one advantage which we feel convinced would flow from it, viz.: that it would supply some sort of education to that numerous class of lads who find the study of language so painfully irksome that they get disgusted with it, and who spend their school-days in the most hopeless, and to them useless, drudgery.

It is argued, indeed, that language is the best study for training the faculties, and from this general assertion we do not dissent, but we must be permitted to qualify it by adding, "not for all the powers of the mind, nor in all the persons to be educated." We allow the truth of the assertion just as we should allow that meat was the best food for an able-bodied man, not, however, to the exclusion of vegetables and sundry other accessories in the way of eatables. We maintain on the one hand that there are important faculties which language does not train; on the other hand that there are branches of knowledge which meet these faculties; and consequently, if it be the province of education to embrace the whole of the mental powers and keep them in a state of healthy subordination and due relation to each other, then these branches must be admitted, or else the faculties will wither. The training, in short, should be one of the whole man, and not of this or that portion of him.

If we take the other object of education—storing the mind with knowledge at once useful and elevating—we think the most prejudiced partizan of the old *régime* would hardly dispute the claims of science. Many men of liberal education have cause bitterly to regret their

* Explain the construction of the spine or of the hand, and the mechanical contrivances for the different movements which they are intended to perform.
What are the properties of milk as a food and the substance it contains?
Explain the principles of the barometer.
Describe a common suction pump.
Explain the principle of the wheel and axle, and show how it is applied in raising up water from a well.

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ignorance of "common things," and frequently set about instructing themselves in them long after their education was supposed to be completed. They find to their dismay that the humbler classes are our superiors in these things,—the tradesman, the mechanic, sometimes even the labourer, enjoy the humiliating privilege of instructing them in their several departments, and this not only in what may be called *professional* matters—the mysteries of their respective crafts—but in things of general information which they ought to know, and are ashamed they do not know. It surely would be more fitting that the "educated classes should preserve their position by their practical knowledge and intelligence in matters of every-day life, as well as by that general refinement of taste and intellect which the other grades are not able to appreciate. That many of the topics we have mentioned are *elevating* as well as useful is equally undeniable; we may, of course, separate every fact of natural philosophy, and even of mechanical science, from the common uses to which it may be applied, and contemplate them as parts of the vast machinery of the universe, viewing them in relation to other laws and principles, or as instances of the wondrous power, wisdom, and goodness of the great Creator. Did any one, we would ask, ever meditate upon the law of gravitation, or the constitution of the human body, or the laws of vegetable physiology, without being elevated with a sense of the great and wondrous things which surround him? Other subjects, we grant, elevate—poetry, eloquence, architecture, painting, sculpture; yet it has always appeared to us that nature's lessons have a charm of their own, and address the inward man with greater force than any others. We insist strongly on this view of the subject, because it has been too useful to stigmatize any attempts to introduce these studies into our schools as *utilitarianism*. We deny that they are utilitarian in such a sense as is implied, *i. e.*, to the exclusion of higher qualities; and, as we have already urged, we would seriously warn the friends of classical instruction that they do not relinquish the title "useful" to their enemies.—*English Journal of Education.*

HINTS TO LOCAL SCHOOL AUTHORITIES.

It may not be amiss to call the attention of trustees, town superintendents, and all other school officers, to the necessity of a more strict observance of existing laws and forms, and a more rigid attention to the duties devolving upon them. It is a true statement, and as lamentable and inexcusable as it is true, that a considerable portion of the business pertaining to schools is loosely and illegally transacted. Commencing with the school section, it is found in imperfect notices of meetings, unparliamentary and informal proceedings at the meetings, and inefficiency in carrying out the designs of the voters and the demands of the law. It is not an uncommon case to have all the officers elected in an illegal and improper manner. Resolutions too are drawn up in loose and ambiguous language, often leading to almost endless litigation and district quarrels. These things are not brought to light as a general thing only in cases where persons are dissatisfied or unwilling to pay their taxes. The great majority of instances pass off as correct and legal, inasmuch as no one is disposed to take issue upon them.

The same is true of the reports of trustees and local superintendents. Probably not more than half of them are reliable. It is true that there exists an imperative necessity of changing, to some extent, the mode of supervision, (from a township to a county system,) but at the same time it is reasonable to expect a greater degree of accuracy and dispatch from those who now have the matter in charge.

Ere this shall reach its destination, most of the schools for the winter will have commenced. Trustees and teachers should be very particular in regard to their contracts. Have a full and clear understanding as to the price, the time that shall constitute a week or a month, the time of payment, the manner of boarding, and every other particular that might possibly come up in settlement. *This should be in writing*, as required by law, and for which a form is provided. The trustees must provide a book for the teacher, to use in keeping his roll, and the teacher must see that the list is accurately kept, for he is required to verify the same by his oath. Teachers should not delay the time of obtaining their certificates. Negligence on this point may prevent the section from drawing its portion of public money. Trustees should inquire particularly about this matter, and see that teachers do not neglect their duty.

Trustees should bear in mind that their report is due prior to the 15th of January. Devote a little thought to the matter. Read over the law carefully, and compare it with the forms furnished for your use. Obtain from the teacher such facts as he is required by the department to furnish, and then your report can be easily and accurately drawn up. *Let the reports of* 1855 *be an improvement on the past.* Why should we not improve by experience?

The long evenings of the winter season afford excellent opportunities for reading. Let parents and teachers use their influence in extending the use of the library books. Teachers can do very much by precept and example, towards popularizing the section library.

The schoolroom is the great work-shop for the teacher. Be faithful to the trust reposed in you. Use every means within your reach to gain information and enlarge your experience. Read carefully the organ of your profession, and digest well the suggestions therein contained. Get out the people, if possible, to visit your schools. Have a gathering some time during the winter, to listen to your examination. Aid your superintendent in getting up school celebrations. Be earnest and zealous in all things intended to advance the best interests of education.

Local Superintendents should commence early in the term to visit schools. One visit at the beginning is worth a dozen at the close. Prepare yourselves to give advice as to the methods of instruction, government, and general management of schools. Counsel, encourage, and arouse teachers to a vigorous performance of their duties. Let them feel that you are with them and for them, in all progressive movements, and let the negligent and ignorant, if such there be, feel that you intend to wake them up. Get the trustees and patrons to visit the schools with you. Would it not be a good plan to call a meeting in each section, on some convenient evening, and lecture on schools and school laws? *Active measures* are required to secure *permanent results.*

Finally, let us be united. Let us undertake the winter campaign, determined to push toward completion the glorious educational system. Let all minor and personal considerations yield to the promotion of the general good. Let us reason together, and while we aim to retain all the good we now have, may we be able to prune the system of its defects, and add substantially to its present proportions.—*New York Teacher, Dec.* 1854.

AN EVENTFUL LIFE.

(*From the London Times.*)

We yesterday recorded the decease of an Oxford divine who had maintained an immediate and personal connexion with that University for upwards of eighty years. But it may prove, we think, both amusing and instructive if we place before the public the means of reflecting for a few moments on the scenes which such a life embraced, and on the links which it supplied between the present and the past. Dr. Routh, late President of Magdalen College, was born in the reign of King George II., before the beginning of the Seven Year's War, before India was conquered by Clive, or Canada by Wolfe, before the United States ever dreamt of independence, and before Pitt had impressed the greatness of his own character on the policy of Britain. The life of this college student comprehended three great epochs—three periods of prodigious importance to the interests of humanity and the history of the world. Martin Routh saw the last years of the old state of society which introduced the political deluge, he saw the deluge itself, the great French Revolution, with all its catastrophes of thrones and opinions; and he lived to see the more silent but not less striking changes, which forty years of peace engendered. Young Routh entered the University of Oxford while the next successor of Louis XIV. was still upon the throne of France, and while Poland was still an independent State of its own. On the very week of his admission, London had been thrown into a state of ferment by a reply made by the Lord Mayor Beckford to King George III.; John Wilkes was at the same moment the talk of the whole country, and the letters of "Junius" then appearing were in everybody's mouth. When the American War broke out, Mr. Routh was already a graduate of two years' standing, and he must have partaken in discussions about Cornwallis and Burgoyne, Bunker's-Hill and Saratoga, as naturally as we now talk of Balaklava, and the Alma. As he read week after week the accounts from Sebastopol, he might have compared them in his own memory, or for the edification of his friends, with the accounts from Gibraltar, for when the events of that famous siege occurred he was a Master of Arts, a Fellow of his College, and a frequenter of the coffee-houses which in those days were the centres of political discussion. He was already, when Mr. Pitt became Minister, engaged in the duties of College office, and before Edmund Burke opened the impeachment of Warren Hastings, Mr. Routh was a resident of considerable standing, having been in the University for sixteen years.

SCHOOL BOY POLITENESS.

On the last night of the Vermont Legislative session, while the school bill was under discussion, a member complained that schoolboys had lost their politeness. Mr. Bartlett, of Lydon, replied, "I acknowledge the truth of the gentlemen's remarks. I was once forced to take off my cap to every passer-by. Now, no boy uncovers his head. A few years since I was riding through Orleans County in a sleigh, and overtook a boy who had attained the age of nine years. He stepped out of the road to let me pass. There he stood upon the crust, erect, bold, and aspiring. He did not prepare to doff his beaver—not he. Said I, 'my lad, you should always take off your hat to a gentleman.' But no; and I passed on. The insolence of boys has been on the increase since the colonial days of Washington and Jefferson. It may or may not be the fault of our system—but such is the fact.

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JOURNAL OF EDUCATION,
Upper Canada.

TORONTO: MARCH, 1855.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

DUTIES OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

As much is said, and much inquiry is abroad in regard to the duties of Public Departments, it may not be improper to give some account of the duties of this department. When the present school system was first established, the duties of the Education Office were light, as the municipalities and school officers and schools, were less than half in number what they now are, as there were no auditing of school accounts from them, no payment of moneys to them through this office, no *Journal of Education*, no Provincial Normal and Model Schools, no provision for supplying municipalities and school sections with text-books, maps, apparatus and libraries; and the correspondence of the office amounted to less than 500 letters per annum. Since then its duties have so increased and been multiplied, that it has been found necessary to divide the department into several branches, in each of which more labor is required than in the whole office before 1850. The School Act of 1850 more than doubled the duties of this department; and those duties have been much increased by the Supplementary and Grammar School Acts, as well as by the progress of the school system and the growing interest of the country in the advancement of education and knowledge. Some idea may be formed of this increase from the fact, that in 1850 the number of letters received amounted to 1,180, and in 1854, to 4,919. In 1850, the number of letters sent out from the department was 792, and in 1854 (not including circulars) it amounted to 2,581. Since 1850, there has, therefore, been an increase of more than 400 per cent. in the number of letters received, and of nearly 400 per cent. in the number of letters sent out by the department; and this increase in the *correspondence*, is but a fair indication of the increased labor in the other branches of the department. The several branches in which the department has been divided, are as follows:—

1. *Council of Public Instruction*:—This branch includes the general duties of the Council; its meetings; all matters connected with the Normal and Model Schools, such as their supervision, the appointments of masters and teachers, and servants; the auditing and payments of salaries and accounts, the admission of students and pupils, supplying the Normal and Model Schools with text-books, stationary and apparatus, the care, furnishing, and repairs of the buildings, (which have been planned, erected, and completed since 1850,) the care and culture of the grounds—a square of nearly 8 acres. The books, stationery, &c., for the students in the Normal School, (varying from 100 to 150,) and for the 400 pupils in the Model Schools, are supplied upon written requisitions from the masters, and approved in writing by the Chief Superintendent. The requisitions are numbered and fyled, as the authority for anything done or procured, under the general or special orders of the Council, by whom all the regulations respecting the establishment and government of the Common and Grammar Schools, and Public Libraries throughout Upper Canada, are sanctioned, and the text-books used in the schools and the books for the Public Libraries are authorised. The law requires the Chief Superintendent of Schools to prepare these regulations and all other matters for the consideration of the Council, to conduct all its corespondence and execute its orders. The Chief Clerk in the Education Office is also the Recording Clerk of the Council, and keeps the minutes, and the accounts of all moneys received and expended by it.

2. *Map and School Apparatus Depository*:—This branch includes the providing of the Normal and Model Schools with text-books and stationary; the purchase of maps, globes and all descriptions of school apparatus for the schools throughout Upper Canada, and correspondence relating thereto. These articles have been furnished to the schools to the amount of several thousand pounds. The collection of school apparatus in this Depository is the most extensive in America, if not in Europe: so much so, that a few months since, a partner of a large Scotch publishing house procured specimens of school requisites to the amount of about $40, in order to re-print them in Edinburgh; and the Secretary of the Board of Education for the State of Massachusetts purchased articles to the amount of nearly $200 for the Education Office in Boston, as specimens for the schools in the State of Massachusetts. During the last year, at the suggestion and under the revision of this department, three large maps of British North America have been undertaken—one in New York, which has been completed; one in Edinburgh, by Messrs. W. and A. K. Johnston, Geographers to the Queen; and one in London, by the Messrs. Smiths, publishers of the National School Maps. These British maps of Canada and the Eastern Provinces, are of the same size and style with Johnston's and the National series of large maps of Europe, Asia, &c., and include our latest county and township divisions, lines of railroad, &c. The proofs of those beautiful maps have been corrected in this office since the 1st of January; and they will be published in a few weeks—thus presenting for the first time to the British public (besides providing them for the schools both in England and in Canada) maps of Canada on so large a scale, and so complete and comprehensive in detail.

This Depository includes upwards of 150 different kinds of maps, charts, &c., and a large variety of cheap and beautiful apparatus, (to illustrate elementary instruction in different branches of Natural History, Chemistry, Natural Philosophy, Geometry, &c.,) which have been obtained from London, Edinburgh, Glasgow, Paris, Boston, New York, Philadelphia, and other places, and the collection of which has cost much time and labor.

3. *Public Library Depository*:—This branch includes the procuring and providing books for the Public Libraries, catalogues, regulations and correspondence relating to them. Nearly 4,000 *different works* are contained in the catalogue, the selection and examination of which, for the sanction of the Council of Public Instruction, and arrangements for procuring which, from more than fifty publishers in Great Britain and the United States, have involved an amount of time and labour

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during more than two years that can hardly be conceived. Not far from 150,000 volumes have been procured, and upwards of 90,000 volumes have been supplied to municipalities and school sections, during little more than twelve months. To obtain and keep up the necessary supply of books, orders for them must be made up and sent off from month to month, the payments made, and the books, when received, must be examined by the invoices, and deposited in their respective places; then when an application is received from a municipal or school corporation, with a list of the books desired, or request that books to a certain amount be selected for them, the books desired or selected are marked on the margin of the printed general Catalogue, one copy of which is used and retained in the department for each library. On the outside of this catalogue are entered, the name of the municipal corporation, the number of the library, the amount of the local appropriation and governmental apportionment, the value of the selection made by the local authorities, together with such other entries as may be required, such as the address of the party to whom the library is to be sent, dates and numbers of letters, relating to the library, &c. After having been examined by the Chief or Deputy Superintendent, and such additions made to the selection of books, as will cover the amount of the library desired, the catalogue is sent to the Library Depository, where the books are selected and checked, and carried to the packing room, where they are again called over, checked and packed in boxes, together with the necessary quantity of labels and wrapping paper for covers for the books sent. From this checked catalogue, the invoice is made out and sent to the corporation for whom the library is intended, together with the shipper's or carrier's receipt for the boxes delivered.

The pecuniary advantage of this system of libraries to the country may be conceived, when it is considered not only how great a variety of useful books are introduced and made accessible to all parts of Upper Canada, which were never before brought into the country, but that these books have been purchased on most favorable terms, and are supplied at cost, and that the entire expense of management, including difference of exchange, transportation, insurance and all contingencies, has not exceeded thirteen per cent. on the sums paid for the books in England and the United States.

4. *Education Office:*—This is, of course, the chief branch of the whole department, not only embracing the management of each of the others, but including the general administration of the Common and Grammar School Laws; explanations to Councils, Superintendents, Trustees, Teachers and others, on doubtful points of law and modes of proceeding; decisions on appeals and complaints; auditing School Accounts; oversight of Normal and Model Schools, and Provincial Certificates for Teachers; paying and accounting for all Legislative Grants for Common and Grammar Schools; furnishing Teacher's Registers, blank Reports and Returns for Trustees, local Superintendents, Clerks and Treasurers of Municipalities, and the *Journal of Education*, (besides Editing it,) to each local Superintendent and School Corporation in Upper Canada; examination of applications from poor School Sections in new Townships, the apportionment and payment of Special Grant to them; the same in regard to Superannuated Teachers; the preparation of the General Annual Report, the printing and sending out upwards of 4,000 copies of it to Municipal Councils, Superintendents, and School Corporations; general correspondence relating to the promotion of education; giving proper attention and explanations to many visitors from all parts of Canada and from other countries, who wish to ascertain and witness the arrangements which have been made for supplying the educational wants of the country by means of the Depositories as well as the methods of instruction in the Normal and Model Schools.

Some portions of the work of this branch of the department, thus summarily stated, require much time and labor. Such, for example, as compiling the Annual Report from the returns of nearly 500 School Municipalities and Corporations, each of which requires examination and revision in order to compile the Chief Superintendent's Annual Report. Where errors are very apparent, the local report is returned, or a letter written requesting explanations. In auditing the School accounts, the receipts and expenditures of each Municipality must be gone over, checked and compared with the return of the preceding year, the certified apportionment of the Legislative School Grant and the County and other Municipal Auditor's reports. Where discrepancies are found, explanations are asked; where misapplications of the School Fund are detected, and where the whole of the sum required by law to be raised in a municipality is not raised, or is not accounted for, theparties concerned are duly notified, and a corresponding sum or sums are withheld in paying the next apportionment of the grant, until the deficiencies are made up, and the expenditure of all the moneys raised duly accounted for according to law. This auditing of school accounts, though a serious task and involving much, and sometimes painful, correspondence, secures considerable sums to the School Fund, and introduces into each Municipality and School Corporation the practice of faithfully accounting for the receipt and expenditure of public moneys—an important element of public instruction, as well as of good government.

In regard to *Letters*, each letter received is attached to a blank endorsement, having printed on it the name of the *branch* of the department to which the letter belongs, lines for the number, title or name of the writer, post-office, date of receipt, and references. It is also entered in the *Register of Letters Received*, with the summary of its contents, and numbered; and if it refers to former letters, they are obtained, and their number noted, with such memoranda as may be necessary; should it belong to the Depositories, the order is supplied immediately on its receipt. Two copies from each draft of reply, or letter sent from the office must be made—the one for the Letter Book, and the other to be addressed to the parties concerned. The date of the reply is also entered on the back of the letter received.

Each branch of the Department requiring it has its appropriate Letter Book, Account Current, Ledger, &c.: and a separate account is kept with each branch of the School Fund paid through the department, and in accounting for which vouhers, numbered, are, in every instance, produced to the proper authorities.

It is only by this strict attention to details, and this separate and methodical arrangement of each branch of the Department that it has been practicable to avoid confusion and embarrassment, to get through with the work undertaken, and to render the department an approved and efficient agency for advancing the educational and social interests of the country. Some idea may be formed of the gradual progress of work in the department, from the following statement of the correspondence of it since 1850:

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During the years	1850.	1851.	1852.	1853.	1854.
Letters received	1,180	2,026	2,996	4,015	4,919
Letters sent out (not including circulars) .	792	1,281	1,561	1,522*	2,158

To this may be added, that the number of letters received during the month of January, 1855, was 524; and the number of letters sent out was 466, besides a large number of circulars.

As the County, Township, Town and Village Councils, Trustees and others, have thought proper, voluntarily and almost unanimously, to make this Department a sort of Court of Equity, and to apply to it for information and advice on all doubtful matters, and matters of difficulty or difference, the Chief Superintendent of Schools has deemed it his duty not to limit his replies to the dry technicalities of law, but to do all in his power to reconcile differences, and settle difficulties, and aid and encourage by counsel, suggestions and persuasions the parties addressed, to avail themselves of the facilities afforded for promoting education and knowledge among the youth of the country.

It is only during the last year that the system of Common School Instruction has been fully brought into operation; and it is only during this month that the regulations for the better organization and management of the Grammar Schools are published. We are persuaded, if nothing untoward occurs, that the progress of the system from 1855 to 1860, will even exceed the progress which it has made from 1850 to 1855. No power has been employed but that of persuasion; and no attempt has been made to advance faster than the felt necessities and convictions of the country would justify. To educate the people through themselves, is the fundamental principle of the School system; and to assist them to advance their own best interests and manage their own affairs, has been the spirit and sole object of its administration.

There is no such thing as a *State School Tax* in Upper Canada, the Legislature imposing no school tax, as in the neighbouring States. All the taxes levied and collected for school purposes are the voluntary acts of the local Municipalities. Yet the progress of the school system in its financial aspects is no less gratifying than in those particulars referred in the foregoing remarks. On this point we will merely give the following sentences from the last Annual Report of the Chief Superintendent, pp. 9, 10.

"The Statistical Tables show the largest increase, in every particular indicative of progress, which has ever taken place in any one year in Upper Canada.

"The *increase* in the amount raised for Teachers Salaries is £16,047 9s. 8d.—the aggregate sum raised for that purpose alone being £130,089 0s. 8d.

"The *increase* in the amount raised for the erection and repairs of school houses is £6,706 10s. 9d.—thea ggregate sum raised for these purposes being £30,780 11s. 10d.

"The aggregate sum raised for all Educational purposes is £199,674 1s. 5d.—being an *increase* on any preceding year of £23,598 2s. 3d.

"The *increase* in the attendance of pupils is 15,149,—the aggregate attendance being 194,736."

EDUCATION OFFICE,
Toronto, February, 1855.

* A small decrease in 1853—the year the *Journal of Education* was first sent gratuitously to each local Superintendent and School Corporation by authority of the Legislature.

DECISION OF THE COURT OF QUEEN'S BENCH IN CASES OF APPEAL BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

In two cases the Chief Superintendent of Schools has felt it his duty to avail himself of the provisions of the 24th section of the Supplementary School Act, and appeal against the decisions of County Judges, who had decided against Trustees acting according to law as advised by the Chief Superintendent. In both cases the Judges of the Queen's Bench unanimously ordered the County Judges to reverse their decisions,—thereby confirming in the one case the power of School Trustees to levy and collect School rates for the erection of School houses, as well as for other purposes, under the authority of the School Act of 1850, and in the other case confirming the power of Trustees to act after the alteration in the boundaries of a School Section, without a new election of all the Trustees, or any other election than that which would have taken place had no alteration been made in the boundaries of the school section.

REPORT ON THE CULTURE OF THE NORMAL SCHOOL GROUNDS FOR THE YEAR 1854.

TORONTO, *Dec. 30th*, 1854.

REVD. SIR,—Permit me the honor of submitting to you the following Report of the results obtained from the cultivation of the experimental farm and grounds attached to the Normal and Model Schools, for the season of 1854.

At the close of last season, when I had the honor of presenting my last Report to you, considerable portions of the grounds were in an uncultivated state; all of which have now been completed, together with the planting of all the permanent trees, shrubs and hedges projected in the original design.

I have great pleasure in stating, that with very few exceptions, the whole of the planting has been very successful. Most of what was planted last season having made large growth during the past summer, and some particular trees begin to be interesting objects in the grounds when viewed as a whole.

Considerable pregress has been made in the Plant departments, upwards of two hundred specimens of foreign and native herbaceous plants and roots have been collected and planted in the grounds, and although there are yet considerable spaces to be filled up, it is, in some measure, desirable that it should be so, as leaving space for whatever may turn up that is either new or rare, of foreign or native production.

In the vegetable garden, mostly all the crops have done well, and a good many of the best and newest vegetables have been tried with very good success; but, from the circumstance of this portion of the grounds not having been quite finished until the spring opened, time would not permit of entering into that minuteness of experiment and comparison which may be attained in after years.

In the fruit garden, strawberries and other small fruits have had large crops, considering the short time they have been planted; from the luxuriant state of growth the bushes were in, some damage has been suffered from storms of wind, so prevalent the last summer, but this I trust may be obviated when the hedges have made a little more growth. A few specimens of pears, as fine as I have ever seen, were produced and ripened to full maturity, particularly the *Bartlett, Stevens' Genesee, White Doyenne*, and *Belle Sucrative:* the first of which is a very large and fine summer pear, comes early into bearing, and is well adapted for small gardens. The three last named sorts are autumn pears, keeping perhaps until Christmas, if taken from the tree before they are too ripe, and laid in a cool, dry, airy place. They also come early into bearing, are very productive and well-flavored. Speci-

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mens of these pears were exhibited to his Excellency Lord Elgin, during his visit to the establishment in October last.

In the agricultural department, the following memoranda and notes of the various crops, perhaps may not be uninteresting:—

Fall Wheat, White Flint:—¼ acre sown after peas without manuring, produced 5½ bushels, weighing 60 lbs., or at the rate of 44 bushels per acre.

Spring Wheat, Cape root:—$\frac{1}{8}$ acre sown after Indian corn, without manuring, produced 1½ bushel, weighing 55 lbs., or at the rate of 18 bushels per acre.

Spring Wheat, Fife sort:—$\frac{1}{16}$ acre sown after Indian corn, without manuring, produced 2½ bushels, or at the rate of 36 bushels per acre, and weighing 58 lbs per bushel.

Note.—Thus, under the same treatment, the last named sort of spring wheat produced exactly double what was obtained from the first. The growth of both sorts was about the same, and both looked equally well on the ground before reaping.

Barley, Common:—¼ acre sown after potatoes, without manuring, produced 6 bushels, 1½ pecks, weighing 45½ per bushel, or at the rate of 51 bushels per acre.

Barley, Common:—¼ acre sown after turnips, with slight dressing of street-scrapings, produced 7 bushels, ½ peck, weighing 50½ lbs. per bushel, or at the rate of 57 bushels per acre.

Note.—Thus, from the small amount of ammonia returned to the land from the street-scrapings, we have a difference to its credit of 6 bushels measure, and each bushel of the whole, 5 lbs. heavier: or 2320½ lbs. from the one, against 2878½ lbs. from the other, leaving a balance of 558 lbs. per acre, to the credit of the dressing of scrapings. Yet the heaviest of these lots scarcely comes up to the last year's rate, when the land was new, and full of stored ammonia.

Indian Corn, White and Yellow:—¼ acre planted in hills about 3 feet square, apart, produced 15 cwt., or at the rate of 6 tons per acre, being a deterioration from last year's rate of 4 tons per acre.

Cabbage, Quintal:—$\frac{1}{16}$ acre produced about 2½ tons, being about 2 tons per acre heavier than any rated last year.

Cabbage, St. Denis:—Some very large heads were produced, but being attacked by maggots or root-disease before coming to maturity, in general no calculation could be made.

Cabbage, Savoy:—Rated somewhat under last year's, when the average per acre was 29 tons.

Cabbage, Red Dutch:—Some heads larger than any last year, but the rate per acre was 2 tons under that rate, which was 23 tons.

Note.—The Quintal, and next to that, the St. Denis, cabbage is the most profitable for field culture, but for the standard crops the Quintal. For although the St. Denis brings a very large heavy crop in rich land, yet, being more liable to root-diseases, it cannot be pronounced so safe for a general crop. The Drumhead Cabbages partake somewhat of the nature of the Quintal, and are generally hardy and luxuriant growers, but they do not cabbage so well nor so equally.

Swedish Turnip.—Produced a crop which would average about 34 tons per acre.

Potatoes, Early Ash Leaved:—Below last year's average per acre.

Do Early Juices:—Below last year's average per acre by 10 bushels, it being 184 bushels.

Do Mechanics:—Below last year's average, by 15 bushels, it being 260 bushels.

Do Pink Eyes:—Below last year's average by 18 bushels, it being 380 bushels.

Do Irish Cups:—Below last year's average by 6 bushels, it being 410 bushels.

Note.—These were all planted in one square, where potatoes never grew before, following a crop of oats, were moderately manured, with a mixture of horse and cow manure, and yet all fall short of last year's average; but especially the more dry and farinaceous sorts, as the *ash-leaved*, the *pink-eyes* and *mechanics*; while the late and more juicy and waxy sorts came nearer the last year's rate, which, compared with the defection in Indian corn and other grains, would seem to show, that the past season has been unfavorable to the perfecting of farinaceous matter in grains and roots. In this matter, the experience of those who may have been operating on a larger scale, or of those who may have been making observations or enquiries in the country generally, would be very interesting.

Carrot, Dutch Hoon:—Below last year's rate per acre by 2½ tons, which was 31½ tons.

Do Altringham:— do do do by 1½ tons, which was 36 tons.

Do White Field:—Above last year's rate per acre by 3 tons, which was 43½ tons.

Blood Beet:—Below last year's rate per acre by 8 tons, which was 42½ tons.

Mangel Wurzel:—Above last year's rate per acre by 2 tons, which was 55 tons.

Sugar Beet:—Above last year's rate per acre by 6 tons, which was 28½ tons.

Dutch Parsnip:— do do do by 1½ tons, which was 20 tons.

Note.—Regarding these roots the same observations noticed of potatoes and other grains are also applicable; insomuch as all the more solid, and those coming the nearest to farinaceous fall below the last year's rate of produce, while those of a more watery and luxuriant nature considerably exceed the rate of last year.

Grass, Varieties:—One acre produced 2½ tons from the first cutting, 1½ tons from the second cutting, and one ton from the third cutting; in all 4½ tons of dry hay, which I consider a large yield; taking into account that the first cutting was composed of more than half clover, and the two last cuttings were nearly entirely clover.

In the sub-divisions of the grass, that sown with a portion of rye-grass, (*solium perenne*,) and red and white clover, produced the best and greatest weight of hay. That sown with Lucerne, Timothy, and White and Red Clover came next. While on that sown with Clover and Timothy only, the hay was entirely Clover. This of course was in consequence of the Timothy never rising much the first year after being sown. While it is not certain how the Rye-Grass and Lucerne may do another year, or whether they may resist the effects of another winter and spring, yet even if they should not altogether prove so permanent as Timothy, they form an important and valuable addition to the first year's crop of hay, for overbalancing the expense and trouble of seed and sowing.

The proceeds of the sales of the produce of the grounds in 1854, amounted to the very fair sum of about $168.

I have the honor to be,
Reverend Sir,
Your Obedient Servant,
(Signed,) WM. MUNDIE,
Superintendent of Grounds.

To the Rev. Dr. Ryerson,
Chief Superintendent of Schools.

A MODERN RIP VAN WINKLE.

Her Britannic Majesty's Ship Plover has been since 1848 ice-bound in the Polar Seas. She had been accustomed before that to put into San Francisco, then a small trading station, and contained only a few small houses. Coming back from its temporary ice-home, the captain sailed into the harbor, as formerly, without a pilot, in the evening. His surprise can be imagined, to find it a city of considerable magnitude. He knew nothing of the Mexican war, and other events that had transpired during his sojourn in the Arctic regions.

There is hardly any bodily blemish which a winning behaviour will not conceal or make tolerable; and there is no external grace which ill-nature or affectation will not deform.

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Miscellaneous.

THERE'S NO DEARTH OF KINDNESS.

BY GERALD MASSEY.

There's no dearth of kindness
In this world of ours;
Only in our blindness
We gather thorns for flowers;
Outward, we are spurning—
Trampling one another,
While we are inly yearning
At the name of "Brother!"

There's no dearth of kindness
Or love among mankind,
But in darkling loneness
Hooded hearts grow blind!
Full of kindness tingling,
Soul is shut from soul,
When they might be mingling
In one kindred whole!

There's no dearth of kindness,
Tho' it be unspoken,
From the heart it buildeth
Rainbow-smiles in token—
That there be none so lowly,
But have some angel-touch:
Yet nursing loves unholy,
We live for self too much!

As the wild rose bloweth,
As runs the happy river,
Kindness freely floweth
In the heart forever.
But men will ever hanker
After golden dust,
Kindliest hearts will canker,
Brightest spirits rust.

There's no dearth of kindness,
In this world of ours;
Only in our blindness
We gather thorns for flowers!
O cherish God's best giving,
Falling from above!
Life were not worth living
Were it not for Love.

THE FIRST MAPS OF AMERICA.

Mr. J. G. Kohl, the German traveller, at a recent meeting of the American Geographical society, gave the following interesting information in regard to the first maps of America, he said:—"The first map of America was made by a companion of Columbus—it is now in Spain. I have copied nearly all those of the sixteenth and some of those of the seventeenth century. Some are painted and drawn by the hand and brush for the kings of Spain, England, or France, and others are even printed—being joined to various collections of maps. I could entertain you a long time by explaining the alterations that the coast-lines of these maps have undergone from time to time, and showing how even the errors that were made by the first map-makers have tended to increase our geographical knowledge. You will see, too, by examining the maps I now introduce to your notice, that America appears under as many, probably, as twenty names, and is almost always, in the earlier ones, connected with Asia. Many of the earliest maps of America are drawn on bark, cotton, and other substances, by the Indians; for the earlier voyagers always referred to the natives for geographical information. Many of these still exist. Even our Franklins, Perrys, and McClures still look to the native Esquimaux for this kind of information, and parts of our country are still put down on the maps of the present day from the descriptions and drawing of Indians—particularly the sources of some of our rivers." Mr. Kohl, in the course of his paper, introduced many hundred of maps which he had copied in different countries. The Hon. George Bancroft said that, considering the importance of the early geographical history of our country, he proposed that the society should meet next Thursday, in order more carefully to examine the maps, and hear at greater length the highly interesting observations that Mr. Kohl had to make. Mr. Bancroft declared himself surprised at the beauty and arrangement of the maps, and said that it was one of the most interesting sources of study that had been introduced to his notice for some time.

CHILDHOOD'S TERRORS.

Children suffer more from vague terror than parents are apt to realize. In Mrs. Jameson's recent work there is an autobiographical passage in which she relates the fearful tribulations of her early years. Parents may profitably read the narrative:

"There was," says Mrs. Jameson, "in my childish mind another cause of suffering besides those I have mentioned, less acute, but more permanent, and always unacknowledged. It was fear—fear of darkness and supernatural influences. As long as I can remember any thing, I remember these horrors of my infancy. How they had been awakened I do not know; they were never revealed. I had heard other children ridiculed for such fears, and held my peace. At first these haunting, thrilling, stifling terrors were vague; afterward the form varied; but one of the most permanent was the ghost in Hamlet. There was a volume of Shakspeare lying about, in which was an engraving I have not seen since, but it remains distinct in my mind as a picture. On one side stood Hamlet with his hair on end, literally 'like quills upon the fretful porcupine,' and one hand with all the fingers outspread. On the other strided the ghost, encased in armor with nodding plumes; one finger pointing forward, and all surrounded with a supernatural light. Oh that spectre! for three years it followed me up and down the dark staircase, or stood by my bed; only the blessed light had power to exorcise it. How it was that I knew, while I trembled and quaked, that it was unreal, never cried out, never expostulated, never confessed, I do not know. The figure of Apollyon looming over Christian, which I had found in an old edition of the 'Pilgrim's Progress,' was also a great torment. But, worse, perhaps, were certain phantasms without shape—things like the vision in Job—'*A spirit passed before my face; it stood still, but I could not discern the form thereof*'—and if not intelligible voices, there were strange unaccountable sounds filling the air with a sort of mysterious life. In daylight I was not only fearless, but audacious, inclined to defy all power and brave all danger—that is, all danger I could see. I remember volunteering to lead the way through a herd of cattle (among which was a dangerous bull, the terror of the neighbourhood), armed only with a little stick; but first I said the Lord's Prayer fervently. In the ghastly night I never prayed; terror stifled prayer. These visionary sufferings, in some form or other, pursued me, till I was nearly twelve years old. If I had not possessed a strong constitution and a strong understanding, which rejected and contemned my own fears, even while they shook me, I had been destroyed. How much weaker children suffer in this way I have since known; and have known how to bring them help and strength, through sympathy and knowledge, the sympathy that soothes and does not encourage—the knowledge that dispels, and does not suggest, the evil."

FOREIGN POSTAGE NOW AND TWENTY YEARS AGO.

Twenty years ago the British and Foreign rates of postage could not be paid upon a foreign letter. In 1843 a convention was arranged between England and France by which a letter going to or passing through France could be paid to its destination, and international accounts were kept between Great Britain and the French Government. The following table shows the full postage on foreign letters in 1835 and 1855, viz:—

Places.	1835.	1855.	Places.	1835.	1855.
France.....	2s. 8d....	4d.	Germany.....	4s. 4d....	8d.
Luxemburg....	4s. 4d....	8d.	Sardinia.....	4s. 2d....	10d.
Baden	4s. 4d....	8d.	Sicily.....	4s. 2d....	18d.
Holland.....	3s. 8d....	8d.	Tuscany	4s. 2d....	18d.
Prussia.....	4s. 4d....	8d.	Papal States..	4s. 2d....	18d.
Bavaria	4s. 4d....	8d.	Austria	4s. 4d....	13d.
Wurtemburg ..	4s. 4d....	8d.	Northern States	4s. 4d....	18d.
Switzerland ...	3s. 4d....	8d.	Turkey	4s. 2d....	12d.

A LARGE SHIP AND A LONDON SQUARE CONTRASTED.

A bare statement of the dimensions of the large ship which Mr. Scott Russell is just now building scarcely conveys a notion to the majority of minds of its vast size, capacity, and cost. An ingenious friend of ours, Mr. Gould, has jotted down some points of comparison between the ship and Tavistock-square, and these serve to make the idea much clearer. He points out that Tavistock-square consists of fifty-six houses, and that there are eighteen houses on one side, of twenty-five feet frontage, or 450 feet. It would require nine from the other side, or 225 feet, to make the length of the large ship—viz., 27 houses, or equal to 675 feet. Then, the houses being 42 feet deep, it would require two houses put together to make the section of the ship, which is 83 feet; so that it would actually require all the houses put together in two rows to make a block the size of the big ship, setting aside the angles cut off in coming to the keel. Again, the inhabitants of the square may be considered eight to a house, or 448 souls; while the ship may some day carry four times or five times, as many, say 2,240

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or 8,000 souls. At any time of winter the 56 houses in the square will probably have 10 tons of coals each, or 560 tons; while the big ship will take nearly 20 times as much, or at least 10,000 tons for its own consumption. To carry the comparison one step further,—the cost of the 56 houses to build would be about £112,000; the furniture £58,000, or £170,000, ready to be inhabited. This ship, it is supposed, will cost £450,000, or £500,000, before it is ready for its inmates! Rather striking this.—*Builder.*

When Anaxagoras was told of the death of his son, he only said, "*I knew he was mortal.*" So we, in all casualities of life, should say, I knew my riches were uncertain, that my friend was but a man. Such considerations would soon pacify us, because all our troubles proceed from being unexpected.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The Local Superintendent of the City Schools thus reports to the Board of Trustees: "I have to report that all the public schools are now opened and closed by the teachers reading aloud a portion of the Scriptures and the Lord's prayer; the narrative part of the book of Genesis being used at the morning, and the narrative part of the Gospel of St. Matthew at the evening service; and in almost all cases the children voluntarily repeat the Lord's prayer after the teacher." In speaking of the recent examination in one of the schools, he says: "The pupils attending the examinations were, without an exception, clean in person, neat in apparel, and orderly in conduct."....The Mayor of the new city of Ottawa, in his inaugural address, thus refers to schools in the municipality: "There are ten male teachers and six female teachers in the pay of the town trustees. The average pay of male teachers is £80 per annum; of female £57. The total number of paying scholars at 1s. 3d. per month is 266, of whom 88 are females, and 178 males. Of free scholars there are 359, of whom 165 are females, and 194 males. The total number attending school is 625, of whom 372 are males, and 253 are females. The sum demanded by the school trustees for the year 1854 was £250....The new stone school house at Conseeon, is the largest and most commodious building of the kind in the county. It is a handsome, well appointed building, capable of seating one hundred and twenty scholars, and calculated to last for generations. Its cost was £320 including the price of the building lot; and, certainly parents and guardians must be convinced that no taxation could be more wisely incurred, than that which is intended to secure for the youth under their care, comfortable accommodation during hours of study ...A correspondent of the *Ottawa Citizen* gives a highly interesting account of a "Free Tea Party," given by Mrs. Lang and other ladies resident in School Section No. 9, Gloucester, on the evening of the 22nd ultimo. Various addresses were delivered; and, during the evening, a valuable present was made to the teacher, Mr. Sheriff, by the pupils of the school. We agree with the writer in his opinion, that "It is most gratifying thus to witness the salutary effects on a community which can, and may be brought about by a little effort."....Meetings of the Teacher's Associations of the Counties of Frontenac, Lennox and Addington, and Elgin have recently been held. From the proceedings of the County of Elgin Association, we learn that "The present system of school supervision was discussed. Some of the teachers present expressed themselves satisfied with the Township Superintendents; others contended that although individual townships enjoyed the services of competent superintendents, they were the few that were thus situated. They argued farther, that before the schools could enjoy the full benefit of inspection, the office of school superintendent must be made a county one, and be filled by a man practically acquainted with the duties of the school room, possessing a high degree of literary attainments; that he should be required to give his whole time and attention to the inspection of the schools, to the settlement of difficulties that may arise out of the practical working of the school law, and to the diffusion of useful information by means of lectures, as required by the School Act. Teachers would also deem it worth an effort, to secure the approbation of a man whose observation extended to all the schools in the county, while under the present system they care little about it." The President, in his address, "showed from the statistics compiled by the Chief Superintendent, that the educational progress of Upper Canada for the last nine years, exceeds that of any other country of the same extent and resources, on the face of the globe. He drew attention to the increase that has taken place in the average time that the schools are annually kept open by the duly qualified teachers; to the much larger proportion of the school population that enjoy the principles of common school instruction: to the large amount which the people voluntarily levy upon their own property for the support of our common schools; to the additions made to the salaries of teachers; to the greater attention paid to the convenience and proper furnishing of school-rooms; and to the greater eagerness with which the services of efficient teachers are sought after. To all these facts he drew attention, as an indubitable evidence to the firm hold that our school system has taken upon the public mind." At the meeting of the Association for Frontenac, Lennox and Addington, notice of the following resolutions were given, to be taken up at the next meeting, in March 1st: "That occasions may occur that justify the inflicting of corporal punishment in schools. 2nd, That it is proper that parents should be compelled by law to educate their children."

GRAMMAR AND COMMON SCHOOL EXAMINATIONS.

BROCKVILLE.—At the close of the recent Examination of the Brockville County Grammar School, the following resolutions were passed:—

Moved by the Hon. James Morris, seconded by G. Malloch, Esq., County Judge, that the Trustees of the Brockville County Grammar School be respectfully requested to convey to the Principal, Mr. Dunlop, the thanks of the parents of the pupils for his assiduous attention to the duties of his important office and their high appreciation of the progress of the pupils as induced by the manner in which they have this day acquitted themselves during a very rigid examination, which gave evidence not only of the scholastic attainment of the Principal, but of his great aptitude to impart instruction to the youth committed to his care. Moved by Dr. Reynolds, Chairman Common Schools, seconded by George Crawford, Esq., M.P.P, that we have much pleasure in bearing testimony to the effective assistance rendered Mr. Dunlop in the management of the School by Mr. Street, whose services must be of great importance in a school composed of boys of all ages, and who require to be thoroughly founded in the elementary branches, to make them the more ready to receive instructions in the more advanced classes.

In addition the Editor of the *Recorder* remarks:—"And now since Brockville possesses a seminary second to none in Canada, and when gentlemen are already sending their sons here to be educated, *even from the States*, we do trust that measures will be immediately taken to provide a suitable edifice for such an institution. The active and energetic Trustees of the Common Schools have already begun laying the foundation of a building that will be a great honor and ornament to the town, and we hope those of the Grammar School will quickly follow their example."

BELLEVILLE.—From the report of the Grammar School examination, (held on the 22nd ult.,) contained in a Belleville paper, we extract the following: "The classes, without exception, gave evidence of a thorough mastery of the subjects so far as they had gone, there was no mere surface skimming; and from the fact of allowing the audience to choose any part of the subjects they wished for examination—a privilege of which they freely availed themselves—there could have been no *cramming*, indeed a dependence on the reason and understanding of the pupils rather than on their memory, at the same time that first principles and definitions were carefully learned, seemed to mark all the teaching.

OSHAWA.—In reference to the recent examination of the Central School, a local paper remarks:—"The Examination and Exhibition together form an occasion of which we may feel justly proud. Messrs. Bird and Kirkland, teachers, spared no pains to raise and popularize the standard of education. Hitherto our village schools were divided into two factions, whose acrimony and bitterness poisoned every contact each had with the other; but now those parties are happily blended in the persons of the two able and devoted teachers, who unite in their system the latest improvements in the art of teaching.

PERTH.—A correspondent of the *Bathurst Courier* writes:—"At the close of the examination of the Perth Public School, the Rev. Messrs. Harris and Bain addressed the scholars—the latter gentleman bestowing a well merited eulogy on the lady in charge of the girls' department, indeed the whole of the examination was of a character calculated to reflect much credit on both scholars and teachers. The latter went through their duties in the various departments in the most kind and gentlemanly manner. The system of teaching, too, is one of a superior kind, inasmuch as it creates a cheerful, lively, praiseworthy ambition among the scholars, and stamps upon the memory of youth lasting impressions of the subject matter of everything

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around them. In short this noble edifice is a credit to the Town of Perth, and an honor to the projectors thereof.

ROSLIN.—A correspondent of a local paper states:—"The annual examination of the Roslin School, County of Hastings, took place on Friday, the 22d ult. This School for the last year has been conducted by Mr. A. L. Peterson. We certainly never attended an examination that reflected more credit on the teacher than the one witnessed under Mr. Peterson's charge."

BRITISH AND FOREIGN.

GREAT EDUCATIONAL SCHEME FOR INDIA.

The Report to the President of the Board of Control for the affairs of India just made by Mr. Macaulay (the historian), Lord Ashburton, and others, will, when adopted, effect one of the greatest changes that has ever been made in the educational courses of this country. The Civil Service of India is to be opened to the youth of the United Kingdom. There is to be no more Cannon-row or Leadenhall-street patronage. The Report bears the mint-mark of Mr. Macaulay's mind in every part; and so obvious has this been to his fellow Commissioners—to Lord Ashburton especially—that the brilliant Commoner signs the report before the able Peer. Let us add that it behoves every parent in the three kingdoms to make himself master of its contents. When the recommendation of the reporters are put into practice, the memorable saying that education in England has been endangered by some of her most eminent sons will, thanks to Mr. Macaulay, be no longer applicable to the present generation. The Report has taken a comprehensive view not only of the educational wants of India, but of Great Britain at large. The studies of Oxford, Cambridge, Edinburgh, and Dublin, have one and all had proper attention paid to them in this masterly scheme of education in the nineteenth century.

INFLUENCE OF RAGGED SCHOOLS IN LONDON.

At a recent meeting of the London Ragged Schools, Mr. Alderman, and Sheriff Wire, said they could tell them, from their experience of the city prisons, that since the establishment of ragged schools, juvenile crime had diminished fifty per cent. This is a great fact, and cannot be too extensively known, as a most powerful argument in support of such institutions.

UNITED STATES.

PUBLIC INSTRUCTION IN THE STATE OF NEW YORK, 1854.

We have received a copy of the annual report of the Superintendent of Public Instruction.

The whole number of children between the ages of 4 and 21 years, reported for the several school districts, was 1,186,709, being an increase of 36,177 on the previous year. The number attending schools and academies was:

Taught in public schools	877,201
Attending 1501 private schools	34,279
" 30 schools for colored children	4,568
" academies	37,406
	953,454

Deducting this number from the whole number of children, as above mentioned, and estimating the minor students attending colleges as equivalent to academic pupils over 21 years of age, and there remain, as not having attended any school, in 1853, 233,255—being a fraction less than 20 per cent. of the whole number.

If from this number the farther deduction be made of those between the ages of four and six, who might have been justly considered too young to attend school, and of those between sixteen and twenty-one years of age, who had completed their school course, it is believed that the number of children neglecting instruction altogether was comparatively small.

The number of children reported as attending school during the entire year, was 13,591

For 10 months and less than 12				42,174
8	do	do	10	71,193
6	do	do	8	128,206
4	do	do	6	177,957
2	do	do	4	212,110
Less than 2 months				199,155
				844,386

The number of volumes reported in district libraries is 1,572,270; 31,940 less than the previous year.

The amount of money received by the districts, besides library money, for the year 1853, as reported by the trustees, was	$1,246,692 19	
Collected by district taxes	285,365 25	
Received from local funds	21,647 57	
Paid for teachers' wages in colored schools, beside public money	1,360 88	
Collected by tax for children exempted	30,753 24	
do rate bills for teachers' wages	330,190 93	
do for deficiencies in rate bills	13,874 93	
		$1,929,884 49

The amount of public money expended for district libraries, was $43,657 6.

For purchasing school house sites	$ 44,995 09	
" building school houses	290,283 87	
" hiring do	11,139 59	
" repairing do	102,095 80	
" insuring do	8,991 12	
" purchasing fuel	98,813 08	
" book-cases and school apparatus	11,414 76	
" other purposes	139,335 10	
		$693,067 81

Adding these several items it appears that the whole amount expended for school purposes for 1853, was $2,666,609 56. The amount expended in 1852, for the same purposes, was $2,469,248 52.

The amount received by the town superintendents for the year 1854, as per their reports, was		$1,656,993 87
Apportioned for teachers' wages	$1,316,935 11	
Apportioned for libraries	47,654 06	
		$1,364,589 17
Leaving unapportioned		$292,304 20

—*New York Commercial Advertiser.*

EDUCATION IN NEW JERSEY.

The following condensation of the last annual report of the superintendent of public instruction in New Jersey, shews the position of education in that State:—164 townships in that State have made school reports for the year, and 26 have not. Number of school districts 1426, an increase of 13 over the previous year. Number of children between 5 and 18 years 168,031, of whom 25,380 attended school three months and less; 26,958 for six months and less; 24,968 for nine months and less, and 26,658 for the whole year. Number of pupils in attendance over 18 years of age, 1076; whole number taught 105,040, an increase of 7903 over the previous year. Amount of money raised and appropriated for school purposes during the year $288,571 86, an increase of $53,352 47. Number of teachers employed 1981, of whom 1201 were males, and 780 females; the average salaries of the former being $347, and of the latter $203.—*Globe.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Mr. J. G. Barthe, now in Paris, is about to publish a work on Canada, in two volumes. The subjects to be embraced in this work are the past history of the present French race in Canada, their politics, literature, customs, &c., and an account of Mr. Barthe's efforts to effect an affiliation between the Canadian Institute and the French Institute. He makes a present of 250 volumes to the Canadian Institute, of which he is a member....*L'Academie des Sciences* of France has recently presented Mr. Barthe with 50 splendid volumes for the Institut Canadien, valuing, says Mr. Barthe, over 6000 francs....A large library of books, as well as an adequate supply of newspapers and periodicals, have been despatched for the use of the sick and wounded in the British hospitals in Turkey....At the recent meeting of the British Association for the advancement of Science, the Earl of Rosse, who was in the chair, delivered his annual address, after which the Copley medal was presented to Professor Muller, of Berlin; the two Royal medals to Drs. Hooker and Hoffman; and the Rumford medal to Dr. Arnott for his new smoke-consuming firegrate. Lord Wrottesley has been elected President of the Royal Society, in succession to the Earl of Rosse....The *Public Ledger*, a daily paper of London, has a circulation of 115 copies. It was established

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a century ago, and was once the leading journal, having among its contributors such men as Goldsmith. It has now sunk into the organ of the auctioneers, and makes a profit of $4,000 a year on its advertisements....The Belfast School of Design has been closed. It was established in 1849; and the Board of Trade then guaranteed, in effect at least, an annual grant of £500 towards the maintenance of an entirely untried project. The school has now been closed for want of funds. The Limerick school has also been closed....We regret to hear that Martin's celebrated picture of "Belshazzar's Feast" was irrecoverably injured by a late railway accident....Mr. W. Carleton, the celebrated Irish writer of fiction, announces through the columns of the *Nation*, that he is about to leave Ireland forever, and to close the remainder of his life in Canada....An English paper says that Macaulay, the historian, being lately desirous of obtaining information respecting eighteenth century poetry as material for his new volumes, took his way from Albany to Whitechapel, and bought a roll of London ballads from a singing boy. Happening to turn round as he reached home again, he perceived that the youth, with a circle of young friends, was keeping close to his heels. "Have I not given you your price, sir?" was the great man's indignant remonstrance. "All right, guv'nor," was the response, "we're only waiting till you begin to sing."....A French paper states that Lord Brougham has placed the following inscription over the entrance of his chateau at Cannes:—

"Inveni portum; spes et fortuna, valete.
Satis me lusistis; ludite nunc alios."

That is, "I have reached my haven; hope and fortune, farewell; you have sported with me enough; now find another dupe." Lord Brougham's French neighbours construe this as "an announcement of his intention to retire from public life, and to pass the remainder of his days among them in the genial climate of Var." However that may be, the adoption of such a motto, at the end of the career of such a brilliant statesman, is a very instructive fact. He stands forth like Solomon at the end of life, writing "vanity of vanities" on all....The memoirs and letters of the Rev. Sydney Smith, privately printed by his daughter, Lady Holland, will be published, it is said, with certain omissions, early in the present season. The few who are permitted to see the work are delighted with the letters....Mr. Tupper, the author of "Proverbial Philosophy," has given a gold medal for the encouragement of literature in Liberia.

LITERARY ANNOUNCEMENTS.

There is said to be quite a stir in the English Literary world at the the present time. Many new books are announced to be in course of preparation, and among them are some which will attract much attention, as well from the reputation of their authors as from their intrinsic literary merit. Lord John Russell is preparing two more volumes of Moore's Life and Letters. Sir David Brewster is about publishing the memoirs of Sir Isaac Newton, and Thackeray, besides his Christmas book, is getting ready a second course of lectures upon English literature. William Howitt has under way a note book of adventures in the wilds of Australia, and Tennyson, the poet laureate, is composing a poem upon the battle of the Alma. It is currently reported, also, that two additional volumes of Macaulay's History of England will soon make their appearance... Among the literary promises for the ensuing spring is one of a complete edition of Lord Brougham's works, edited by himself. The noble Lord is even now engaged upon the task, for Messrs. Griffins, of Glasgow. The volumes are to issue quarterly ....Washington Irving breaks silence at length. Putnam, of New York, announces a new work by Geoffrey Crayon, similar to the "Sketch Book." The title of the new volume is "Wolfert's Roost," and other Papers.... Chevalier Bunsen, the late Russian ambassador, who resides now in Heidelberg, has finished his manuscript on "Egypt's Position in Universal History," which is soon to appear; he is now engaged in writing a critical Life of Jesus Christ.

DEATHS OF LITERARY PERSONS.

John Gibson Lockhart expired at Abbotsford on the evening of the 25th Nov. He was a man of note on various grounds. He was an author of no mean qualifications; he was the son-in-law of Scott: and he was the editor of the *Quarterly Review* after Gifford. Without being a man of genius, a great scholar, or politically or morally eminent, he had sufficient ability and accomplishment to ensure considerable distinction in his own person, and his interesting connections did the rest. He was a man of considerable mark. ....*The Rev. Dr. Kitto* died on the 25th Nov. at Canstatt, near Stuttgardt. By a singular coincidence he died on the same day as Mr. Lockhart, as mentioned above. Dr. Kitto was a man of great perseverance and ability. And although blind for many years, he has contributed most largely to Biblic a criticism and literature. He has also written interesting and valuable works on the "Lost Senses"—and of which he could touchingly write from painful experience....*Mary Russell Mitford* the poetess and writer died last month at Reading, England, aged 68. Miss Mitford was the authoress of "Our Village," and other tales, and her works have long been popular....*Others.* Death has laid a heavy hand upon England during 1854, and taken away many illustrious and celebrated men, among others the Marquis of Anglesey and Professor Wilson; among lawyers, Plunket, Denman, and Talfourd; among literary men, besides Wilson, James Montgomery, Crofton Croker, Lockhart, Samuel Phillips, and F. K. Hunt; among artists, John Martin, Clint, Ramsey, Brokedon and Bartlett.

DEATH OF TWELVE SCOTTISH JUDGES SINCE 1850.—One of the most noticeable circumstances in Scotland is the demise of another Judge of the Supreme Court—Lord Robertson,—who dropped down suddenly and expired in his own house, at Edinburgh, on the 10th ult. The mortality which has occured in the Scottish Bench is unexampled. Since Lord Jeffrey's decease, in 1850, no fewer than nine of the thirteen judges of the Court of Session then on the Bench have died, besides three appointed since 1850. These twelve judges were Jeffrey, Mackenzie, Moncreiff, Lord President Boyle, Fullarton, Medwyn, Cunninghame, Cockburn, Robertson, Dundrennan, Anderson, and Rutherford; the three last named having been appointed subsequently to Lord Jeffrey's death. The vacancy caused by the demise of Lord Rutherford has been filled up by the elevation of Mr. Craufurd, Solicitor-General of Scotland, who takes the title of Lord Ardmillan, and who is succeeded in his former office by Mr. Thomas Mackenzie, sheriff of Ross and Cromarty. Lord Robertson was called to the Bar so early as 1815, and raised to the Bench in 1843. As a lawyer he was eminent; but law was not his only attainment. He was a man of remarkable humour, and of late years, to the astonishment of the public, he revealed a vein of poetry for which he had not received credit.

MONUMENT TO WORDSWORTH.—A fine statue of white marble from the chisel of Mr. Thrupp, has just been erected in Westminster Abbey, to perpetuate the memory of the poet Wordsworth. It represents the author of the "Excursion" sitting in the open air, in a contemplative mood, as if communing with nature, under whose habitual sway he may be said to have lived. He is resting on a moss and ivy-mantled stone or knoll, with the green sward at his feet enamelled with flowers; the legs are crossed; his right hand and arm are wound gracefully round one knee; the left hand, with the fore finger slightly uplifted, is laid upon an open book, which the poet has just been reading; the eyes are bent, in pensive admiration, upon the flowers at his feet: and the spectator may fancy him saying—

"To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears."

As yet, no inscription appears upon the base of the monument; but the Rev. Dr. Wordsworth has caused a copy of the poet's Sonnet on Baptism to be placed in immediate contiguity to it, as if it were in contemplation to make that part of the inscription. The statue is not habited in the modern costume.

VETERANS—NON-COMBATANT.—Another year reminds us of the veterans in literature, art and the stage, still in the body among us. Our oldest poet is, of course, Mr. Rogers—now in his ninetieth year. Our oldest historian is Mr. Hallam—now in his seventy-fourth year. Our oldest critic is Mr. Wilson Croker—now in his seventy-fifth year. Our oldest novelist is Lady Morgan—but we shall conceal her Ladyship's age. Our oldest topographer is Mr. Britton—now, if we remember rightly, in his eighty-third year. Our oldest topographer in point of publication is the historian of St. Leonard's Shoreditch, whose first work was a quarto, published before 1779. We refer to Sir Henry Ellis, still the active Principal Librarian of the British Museum. Mr. Leigh Hunt was a poet with a printed volume of his effusions in verse, and his own portrait before it, more than half a century ago, and is now, in good health, in his seventy-first year. Our oldest artist is Sir Richard Westmacot, the sculptor, the father of the Royal Academy.

AGES OF BRITISH STATESMEN.—Lord Lyndhurst, 83; Lord Brougham, 76; Marquis of Lansdowne, 75; Earl of Aberdeen, 71; Lord Hardinge, 70; Lord Palmerston, 70; Lord Raglan, 67; Lord John Russell, 62; Earl of Derby, 56; Earl of Harrowby, 57; Earl of Clarendon, 55; Earl of Malmesbury, 48; Earl Grey, 52; Earl Granville, 40; Earl of Carlisle, 53; Duke of Newcastle, 44; Lord Cranworth, (Lord Chancellor,) 64; the Right Hon. Sir James Graham, 62; the Right Hon. W. E. Gladstone, 45; the Right Hon. H. Labouchere, 57; the Right Hon. E. Cardwell, 42; the Right Hon.

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B. Disraeli, 49; the Right Hon. T. B. Macaulay, 55; the Right Hon. Sir W. Molesworth, 45; the Right Hon. S. Herbert, 44; the Right Hon. Sir George Grey, 56; the Right Hon. Sir C. Wood, 54; the Right Hon. Sir J. Pakington, 56; R. Cobden, 51; and John Bright, 44.

AUTHORSHIP OF THE "VESTIGES OF CREATION."

A Mr. Page has settled the controversy as to the authorship of the "Vestiges of Creation." "At the time the 'Vestiges' was published," Mr. Page says, "he was engaged as one of the literary and scientific *collaborateurs* of the Messrs. Chambers. The first time he saw it was in the hands of Mr. William Chambers, who came into his room one day with the remark, 'Here is a curious work making some sensation,' and requested that he (Mr. Page) would write a notice of it for the Journal (*Chambers' Edinburgh Journal*). For this purpose, Mr. Page took the work home, and he had not read twenty pages of it before he felt convinced that it was the production of Mr. Robert Chambers. When asked for the review, he said he could not prepare one for two reasons: 1st, that he did not think the work suited for notice in the *Edinburgh Journal*: and 2nd, because he believed it to be the production of Mr. Robert Chambers. Mr. William Chambers received this announcement with apparent surprise, but denied all knowledge of the matter; and there the subject dropped. Some time after, however, and when the work was being severely handled by the reviewers, Mr. Robert Chambers alluded to the matter, affecting ignorance and innocence of the authorship, upon which Mr. Page remarked, that had he seen the work before going to press, he could have prevented some of the blunders. The consequence of this remark was, that Mr. Robert Chambers sent him the proof sheets of the second or third edition of the 'Vestiges,' with the request that he would enter on the margin any corrections or suggestions that occurred."

DURATION OF VEGETABLE LIFE.

Lord Lindsay states that, in the course of his wanderings amid the pyramids of Egypt, he stumbled on a mummy, proved by its hieroglyphics to be at least 2,000 years of age. In examining the mummy after it was unwrapped, he found in one of its closed hands a tuberous or bulbous root. He was interested in the question how long vegetable life could last, and he therefore took that bulbous root from the mummy's hand, planted it in a sunny soil, allowed the rains and dews of heaven to descend upon it, and in the course of a few weeks, to his astonishment and joy, the root burst forth and bloomed into a beauteous dahlia.

DISCOVERIES AT MEMPHIS.

We have had occasion, says the *Literary Gazette*, to notice, at different times, the explorations of the ruins of Memphis, made by M. Mariette, by direction of the French Government during the last few years. M. Mariette has just returned to Paris after having completed his operations. The most important result of these is the discovery of the famous Serapeum, or the temple of Serapis, which was supposed to have been entirely destroyed. The sand and rubbish have been completely cleared away from the remains of this great and most ancient monument. It contains numerous representations of Apis, and statues of Pindar, Homer, Lycurgus, Pythagoras, Plato, and Euripides; and it is preceded by a sort of alley or passage, on each side of which are Egyptian sphynxes, about 600 in number, and which is terminated by a number of figures, representing the strange way the Grecian gods united with symbolical animals. Thus a striking proof of the junction of Egyptian and Grecian art has been obtained. M. Mariette has also discovered the tomb of Apis. It is cut out of the solid rock; and consists of a vast number of chambers and galleries. In fact, it may be compared to a subterranean town. In these rooms and galleries there were found a great number of monoliths, containing dates, which will be of great chronological utility, and others bearing epitaphs on, or, if we may use the expression, biographical notices of certain of the oxen which were severally worshipped as Apis. There have also been found statues as old as the Pyramids, and in an astonishing state of preservation; they are executed with great artistic skill, and are totally free from that inelegant stiffness of form which characterises early Egyptian sculpture. Some of these statues are in granite and are colored, and the colors are quite fresh. A number of statues of animals, but not so well executed, one of these representing Apis, almost as large as life, and colored have likewise been discovered; as have also numerous bronzes, jewels, vases, and little images. All the statues and other moveables have been conveyed to Paris, and are to be added to the Museum of the Louvre. The greatest credit is due to M. Marriette for his skill and industry in making his discoveries; they are only inferior in archæological importance to those of Mr. Layard at Nineveh. The precise state of Memphis was until quite recently a matter of great doubt, and when that was discovered it was not thought at all likely that any remains of the temple of Serapis could be brought to light.

BASSWOOD PAPER.—We were agreeably surprised yesterday morning by finding, among our exchanges, a copy of the Albany *Evening Journal* of Saturday, printed upon paper made from Basswood by the Foudrinier machine, and without the slightest admixture of rags or any size.—Owing to the small quantity of pulp furnished to the machine, the labor was performed by the hands, and, therefore, there is a slight inequality in the thickness of the sheet; but, as an experiment, the thing is a success. The sheet is white, smooth, and exceeding tough, and can be written upon as readily as the English linen paper. Few new inventions start off as triumphantly as this, and we are sanguine that within one year from this time, the basswood paper, improved as time and experience shall teach, will be taking the place of paper made from rags.—*Buffalo Express*

BOARD OF PUBLIC INSTRUCTION, COUNTY PEEL.

NOTICE is hereby given, that a MEETING of the BOARD of PUBLIC INSTRUCTION of the SECOND SCHOOL CIRCUIT, County of PEEL, will be held in BRAMPTON, at the School House, on TUESDAY the 20th day of March, at NINE O'Clock, A. M.; for the EXAMINATION of COMMON SCHOOL TEACHERS and the transaction of other business.

All Candidates for License, previous to being admitted for Examination, must present to the Board a Certificate of good Moral Character, from the Clergyman whose ministrations they attend.

Brampton, Feb. 26th, 1855. JAMES PRINGLE, Chairman.

TEACHER WANTED.

WANTED by the 20th APRIL next, a MALE TEACHER, holding a FIRST or SECOND CLASS CERTIFICATE. Parties applying to the undersigned will state whether they have attended the Normal School, what Certificate they hold, and the amount of Salary required. WILLIAM D'CEW, School Trustee, S. S. No. 5, North Cayuga, March 9th, 1855.

NORMAL SCHOOL TEACHERS.

THE present Session of the NORMAL SCHOOL for Upper Canada will CLOSE on the 15th of April next. Trustees and others in their applications to this Department for TEACHERS, will state distinctly the Class of Teacher, Male or Female, which they may require, whether 1st or 2nd (no 3rd Class Certificates are issued); and the amount of Salary which they may be able to offer. Applications should be sent in not later than the first week in April.

N.B.—The next Session of the NORMAL SCHOOL will commence on the 15th of May, and end on the 15th of October, 1855.

Education Office, Toronto, February, 1855.

EXAMINATION OF GRAMMAR SCHOOL MASTERS.

THE COMMITTEE of EXAMINERS of CANDIDATES for MASTERSHIPS of COUNTY GRAMMAR SCHOOLS in Upper Canada, having recently met to make the preliminary arrangements requisite for carrying into effect the provisions of the GRAMMAR SCHOOL ACT, as set forth in the 2nd clause of the 14th Section, have decided on holding their EXAMINATIONS for the present, quarterly,—on the FIRST MONDAY of JANUARY, APRIL, JULY, and OCTOBER, respectively, in the NORMAL SCHOOL BUILDINGS, commencing at THREE o'clock, P. M. THOS. J. ROBERTSON, Head Master, Normal School, U. C., *Chairman*. [N.B —All candidates are requested to send in their names to the Chairman of the Committee at least one week prior to the first day of examination.]

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ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

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☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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CONTENTS OF THIS NUMBER.

	PAGE
I. Report of Public Schools in Boston	49
II. Papers on Practical Education.—1. The Study of Botany. 2. Incentives to Evening Study. 3. System and Order. 4. The War; how to use it in Schools. 5. How to illustrate topography. 6. Professional Education, the Teacher, etc.	52
III. Education in New South Wales	53
IV. The Educational Institutions of Turkey	54
V. The Sanskrit Element in the English Language	55
VI. Editorial.—1. Grammar School Regulations, Religious exercises. 2. Vacations and Holidays in Union Grammar and Common Schools. 3. Encouragement to teachers trained at the Normal School. 4. School-books from Canada to the United States	56
VII. Opening of the John St. Free School, Toronto	57
VIII. Miscellaneous.—1. The Spirit of Spring (Poetry). 2. Sunrise in the Arctic regions. 3. Mother, what *may* I do? 4. Do it yourself, boys	59
IX. Educational Intelligence.—1. Canada Monthly Summary. 2. Free Schools, Ottawa. 3. Sir E. Head at McGill College. 4. Education in L. C. 5. British and Foreign Monthly Summary. 6. New Education Bill for England. 7. for Scotland. 8. United States Monthly Summary. 9. Schools and Colleges in U. S. 10. Schools in Pennsylvania. 11. in Missouri. 12. Opening of Winthrop School, Boston	61
X. Literary and Scientific Intelligence.—1. Monthly Summary. 2. Critique on Byron. 3. Meteorological results, Toronto, for 1854. 4. Nineveh relics	63
XI. Library Notice and Advertisements	64

REPORT ON THE PUBLIC SCHOOLS OF BOSTON.

(Addressed to the Board of School Trustees, Hamilton, U. C., by Mr. John H. Sangster, Head Master of the Central School.)

GENTLEMEN:

Having recently, at your request, visited Boston, for the purpose of making myself acquainted with the School system and organization of that city, I beg leave to Report:

That in the city of Boston there are, in all, 219 public schools, of various grades. These are the growth and development of the last 220 years—the latin school having been founded as early as 1635. All the public schools, however, established in Boston prior to the year 1819, required that every child should be able "to read the English language, by spelling the same," before he could be admitted; nor could any child under seven years of age, no matter how well he could read, gain admission into one of the city schools. Since that time, a system of PRIMARY SCHOOLS has been gradually organized, and now spreads all over the city, embracing within its ample folds 10,000 children, grouped together for instruction in 196 Primary schools. In these the course of instruction extends over four years, and is limited to reading, spelling, enunciation, pronunciation, drawing and printing on slates, oral arithmetic, and arithmetical tables. Children enter at four, and are expected to be qualified at eight for admission into the grammar schools or next higher grade. Except for special reasons, satisfactory to the committee, no child is allowed to remain in a Primary school after he is eight years old; but for the exclusive benefit of those who, from defective early education, or inferiority of intellectual capacity, may have reached that age, without being fitted for the grammar school, there are several intermediate schools, or schools for special instruction, where children of ages varying from eight to twelve or fourteen are engaged in studying the same lessons as are taught in the Primary schools. Each school contains, on an average, fifty pupils, under the care of a female teacher.

Until the commencement of the present year, the primary schools were under the charge of a committee entirely distinct from the general school committee. It was composed of 196 members, each of whom had charge of one school, and was expected to give it his personal attention, and to report on its wants and management to the Primary school committee once every three months. This division of the school authorities into two distinct Boards was long deplored by those most interested in the educational welfare of the city; but, although a reform had been anxiously sought for some time past, no change was effected till the close of last year, when, by an ordinance of the city council, the primary school committee ceased to exist, and all the public schools were placed under the immediate control of the general school committee.

Next in rank above the Primary schools are the GRAMMAR SCHOOLS—20 in number, and averaging each about 500 pupils. Some of these are designed exclusively for boys, some for girls, and others for both boys and girls. Five are conducted under a peculiar organization. In each school-house there are two large rooms or halls of equal size, one above the other, in which accommodation is provided for 800 or 400 children. The upper room is uniformly occupied by a grammar school, and the lower by a writing school. Each department is placed under the control and instruction of a master and a distinct set of teachers, and is kept almost as an entirely independent school. The pupils in each section, being about equal in number, are divided into four large classes, and these are sub-divided into as many divisions as will, in the opinion of the master of each school, facilitate the progress of his scholars. By this "two-headed" system—so-called because the two masters hold equal rank; have equal authority, and receive equal salaries—the

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pupils are placed under the government and instruction of one set of teachers one half of the day, and then under the somewhat different government and instruction of another set of teachers the other half—and are thus kept alternating from one room to the other, from one set of teachers to the other, every school-day in the year. Originally all the public schools in Boston were organized after this plan; but since the commencement of the present century, experience has evinced that its practical working is clumsy and unfavorable to the continual and rapid advancement of the pupil in knowledge, and it has, therefore, been very much modified, or rather completely changed, where it was possible to make the requisite alterations in the buildings.

The remaining fifteen grammar schools are conducted on a different plan. Each building contains a large room or hall, in the upper story, capable of holding 200 or 300 children, and from seven to ten class-rooms, each fitted up with seats and desks to accommodate 60 or 70 pupils; and is occupied by a single school, divided into as many departments as there are class-rooms, all under the control of a head master or Principal, who has the direction of the whole course of instruction. Children are admitted in the grammar schools from the primary schools on the first Mondays of September and March, provided they are found, on examination by the master, to be able to read easy prose; to spell words of two syllables; to distinguish and name the marks of punctuation; to perform, mentally, simple questions in the four elementary rules of arithmetic; to answer readily any combination of the multiplication table; to read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign for one hundred; and to enunciate clearly, and distinctly, and accurately the elementary sounds of our language. The grammar school course extends over six years for boys and eight years for girls, and embraces reading, spelling, writing, arithmetic, geography, history, map-drawing, grammar, composition, book-keeping, linear-drawing, and natural philosophy. Algebra, geometry, the philosophy of natural history, and human physiology may be introduced, when in the opinion of the master, any part of his scholars can attend to them without neglecting their other studies. The staff of teachers consists of a master, with as many assistants as there are departments in the school, two of these generally being males, and the others females. The master has the care of the senior or most advanced department, but, as he is required to examine, in person, the classes of the other teachers from time to time, he is provided with a female assistant who superintends his division while he is thus engaged. Each grammar school master receives a salary of $1500 per annum; each sub-master, $1000; each usher, $800; each master's assistant, $400; and all other assistants, $250 each for the first year's service, $300 for the second, and $350 for each succeeding year. By the time a boy has reached the age of fourteen, he is expected to have passed through the several departments of the grammar school and to have qualified himself for admission into the ENGLISH HIGH SCHOOL.

This Institution was established in 1821, with the design of furnishing the young men of the city, who are not intended for a collegiate course of study, and who have enjoyed the usual advantages of the other public schools, with the means of completing a good English education and fitting themselves for all the departments of commercial life. Any boy over twelve years of age, who stands a satisfactory examination in reading, writing, spelling, English grammar, arithmetic, modern geography, and the history of the United States, is eligible for admission into the English high school. The prescribed course of studies is arranged for either three or four years, and includes linear-drawing, ancient geography, general history, book-keeping, algebra, geometry, trigonometry, natural philosophy, chemistry, geology, logic, intellectual philosophy, English literature, the French and Spanish languages, declamation, moral philosophy, political economy, natural theology, and Paley's Evidences of Christianity. It is supplied with a very extensive and valuable set of philosophical and mathematical apparatus, and contains 180 pupils, under the care of five teachers.

The LATIN SCHOOL is designed for instruction in the languages. Boys can enter at ten, and, after going through a six years' course of study, fit themselves for matriculation into any respectable college or university. In it four teachers give instruction to 200 pupils.

At the summit of the Boston school system is the city NORMAL SCHOOL, instituted in 1852, for the purpose of giving those pupils who had gone through the usual course of study in the grammar schools for girls, an opportunity of qualifying themselves for the duties of teachers. It is divided into two departments—a Normal school, in which 150 female students, between the ages of 16 and 19, are taught by a master, with three assistants; and a Model school, containing about 150 children, in which the students-in-training are required frequently to assist, for the purpose of acquiring experience in the application of correct principles of instruction and discipline, under the direction of skilful teachers. The prescribed course of instruction in the Normal school is arranged for two years, and its aim is to fit the pupils for the duties of teachers, by making them familiar with the most approved methods of teaching, and by giving them such command of the knowledge they have acquired, and such facility in imparting it, as shall enable them to originate methods of their own, and to apply them successfully to the instruction of those who may afterwards come under their care.

I have thus given a brief and very imperfect sketch of the several parts of the Boston school system, and I now solicit your attention to a few general facts respecting it as a whole.

The entire government and supervision of all the public schools in the city rests in the general school committee, which consists of the Mayor, the President of the common council, and twenty-four members, who are elected annually—two for each ward. The Mayor is chairman, and appoints the various committees, among which is a visiting committee for each school, consisting of five members for the English high school, five for the Normal school, five for the Latin school, and three for each of the other schools. These committees are required to visit their respective schools at least once a month, without giving notice to the instructors, and to report quarterly upon their wants and general efficiency. Two years ago, the Board, feeling how vastly important the trust reposed in them by their fellow-citizens, and how impossible it was for persons actively engaged in business like them, to give that minute attention and vigilant supervision in every department of their school system, which is essential to its thorough efficiency and success, appointed a city superintendent with a salary of $2,500 per annum. It is his duty to devote the whole of his time and attention to the improvement and superintendence of the public schools; to pass continually from one to another, and critically examine them; and to make, from time to time, such suggestions to the Board as he considers would tend to render their various educational institutions more perfect. Since this office was created, it has been filled by Mr. Nathan Bishop, under whose talented and energetic direction the schools of Boston are said to have more than doubled their efficiency within the past two years.

The city annually expends about $350,000 upon its public schools. It has invested in school-houses about $1,500,000. The whole amount of money raised yearly, by taxation, for city purposes, is about $1,200,000. Hence, it appears that, at present, somewhat over 29 per cent. of the city taxes is appropriated to school purposes. During the last fifteen years the proportion has varied from 25 to 34 per cent., or from one-fourth to one-third. The population of Boston is about 150,000; and if the amount expended for schools were raised *per capita*, the proportion paid by each man, woman, and child towards the expenses of the public schools would be a little over two dollars. The number of voters in Boston is somewhere about 22,500. If the expense of the schools were divided equally among them, each would have to pay about $15. The whole number of pupils annually attending the various public schools is about 22,000; the total yearly cost of educating each child is therefore about $16.

Such, then, are the general features of the Boston public

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schools. Together, they constitute a system of which Boston may well feel proud, and which have earned for her the well-deserved reputation of being the Athens of America. In their efficiency, their general arrangements, and the facilities they afford for obtaining a good English education, they are perhaps unsurpassed by any other educational institution in the world.

With regard to the best method of teaching, I have seen nothing but what has tended to deepen my conviction that the Normal school system—by which I mean that mode of imparting instruction and that plan of school government introduced into Canada by our Chief Superintendent, and exhibited in the Provincial Normal and Model schools—is better adapted than any other for the harmonious development and healthy cultivation of the mental faculties. In Boston, in Providence, in New York, wherever I went, I heard our Canadian Normal school spoken of in the most flattering terms, as being one of the most, if not *the* most efficient in the continent of America. Our system of teaching differs in the most important particulars from that in use in the neighboring States, being less mechanical in its nature, and more addressed to the understanding and reasoning powers of the learner. Instead of considering the child a machine from which a certain amount of work is to be expected, it proceeds upon the assumption that he is an intellectual being to be carefully trained and educated according to the laws of his nature. Its legitimate aim, doubtless a lofty one, but still one which it is better designed than any other to attain, is the cultivation of *all* the powers of the mind, the improvement of the taste, the guidance of the imagination, and the elevation and refinement of the whole character. I consider that Boston would derive even more advantage from the adoption of our system of teaching, than we shall from its plan of school organization.

I cannot refrain from adverting here to a subject which is, at the present moment, creating considerable excitement in our midst, and about which much misapprehension prevails—I refer to the use of corporal punishment in our schools. It seems to be very generally believed in this city, that your Board, in adopting the Normal school system, pledged itself to conduct the public schools without having recourse to that mode of discipline,—that in fact the Normal school system does not *recognize, in any case*, the necessity of an appeal to the rod. It has been represented that these are the views entertained at the Department of Public Instruction and given expression to by Dr. Ryerson and Mr. Robertson, at the opening of the Central School in May, 1853. Now some error must exist on this point, for I know that the deliberate opinion both of the Chief Superintendent and of the Head Master of the Normal School is that it *must* be resorted to in rare and exceptional cases. It is true that the Normal school system insists that the cultivation of kindly intercourse, and mutual confidence and respect between the teacher and his pupils is, except in very extreme cases, all that is necessary; but at the same time, it is also certain, that it asserts that order is the first law of the school room, and that obedience and submission to the authority of the teacher must be maintained at almost any sacrifice. I have said this much to show that the prevalent impression upon this point is wrong, but I by no means intend to imply, that corporal punishment has not, on the part of one or two of our teachers, been far too frequently inflicted within the past two or three months. Although I believe that in cases of direct insubordination, when all other means have failed to produce submission, the infliction of even severe chastisement may be necessary and salutary; I consider that these instances are very rare, and that the frequent resort to this means of asserting authority, by any teacher, betrays a deficiency of moral power, and a want of ability to command respect by force of character. The constant habit of witnessing it cannot but have a demoralizing effect upon the school; and there is great danger when it is inflicted, on almost every occasion of misconduct, that it may be resorted to unjustly, by the teacher, in a moment of haste and irritation, simply as the readiest means of enforcing order, and in cases where milder and less objectionable means would have been equally efficacious. I would not have your Board take the power of appealing to the rod out of the hands of the teacher, for cases of aggravated ill behaviour will occur which only this form of discipline can reach, but it is a power of a very grave nature, and should be used with great judgment and discretion. That the infliction of corporal punishment should be a matter of almost daily occurrence in the class of any teacher, and should be made use of for slight and trivial causes, is, I think, utterly inexcusable, and an evil which ought to be remedied. Every teacher engaged in our schools should be required, by this Board, to strictly carry out the *spirit* of the Normal school system, and then, a love of study for itself, and a generous desire to secure the approbation of their instructors, and to promote the interests of their school would be developed among the pupils which would constitute a sufficient stimulus without appeals to the sense of fear.

In the second place, a well organized system of public instruction should secure an education for *every* child in the community, and, if necessary, *compel* every child to partake of its advantages.

Boston has adopted two laws directly bearing on this subject. One of these requires, that every parent or other person having control of a child between *five* and *fifteen* years of age, shall send him to school for a period of at least twelve consecutive weeks in each and every year, under penalty, in case of neglect, of a fine of $20; and the other provides, that every child of school age, who is found on the streets during school hours, and not engaged in some lawful occupation, shall be taken in charge by one of several officers, called Truant officers, and upon conviction before a Justice of the Peace, be either fined $20, or committed to the house of instruction or reformation, for a period of time not greater than one year. The immediate effect of the adoption of these two ordinances in Boston, has been to increase the number of children in the public schools about ten per cent., and the average daily attendance about fifteen per cent.

It may be asked, has Government any right to authorize city Councils to pass by-laws rendering it obligatory on the part of parents to send their children to school? In answering this, it is necessary to remember that our common school system is a branch of Government itself, just as much as our Law Courts, and our Police and Criminal regulations are, and that one of the chief aims of Government, in establishing and maintaining it, is its own preservation. Our school system is designed to furnish children with that amount of moral, physical, and intellectual culture, that discipline of mind, that self-reliance, that ready energy, those habits of deep practical investigation, and that patriotic love for their country and its laws and institutions, which will make them acting, practical, common-sense citizens and subjects,—men who know their own rights and obligations, but who also know the rights and obligations of others, and the relation they sustain to Government and their fellow men. In establishing a school system, one of the most important objects of our Legislature, then, is the *forestalment of crime*, by bringing the minds of children under proper influences, before they have become contaminated with vice. Our Courts of Law and their various officers, cannot interfere until crime has actually been perpetrated. No one questions the obligation of Government to furnish educational privileges for its subjects; now, when, at very considerable expense, these privileges are provided, has it not an equal right to see that every class in the community partakes of them? No one doubts the right of Government to punish when crime has been committed; should it not have equal power to punish those, who neglect the means employed to prevent crime—in other words, should it not have the power to punish the parent who, without just cause, deprives his child of an opportunity to obtain an education? The parent is not the absolute owner of the child; the child is a member of society, has certain *inalienable rights*, and is bound to perform certain duties, and so far as these relate to the public, Government has the same right of control over the child that it has over the parent. It has an equal right, therefore, to command the *child* to attend school, and to compel the *parent* to permit him; inasmuch as it is equally bound to use all due means for the prevention of crime, and to punish it when it has been committed.

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Hamilton is rapidly becoming a city of the very first importance. A bright and mighty future is before her. In commercial enterprise, and in public spirit, she is already second to no city in Canada. Her system of public instruction is yet in its infancy, and to this Board is assigned the momentous duty of establishing it in such a manner that it will become the pride and glory of her citizens. It is even now, under the careful supervision of your Board, gradually developing itself into a healthy maturity. We may gaze upon the rose bud when the heating sun pours its rays upon it, and the dews and gentle rains water it, but the closest watching eye cannot discern its imperceptible expansions; and yet, beneath these genial influences, it soon blossoms into the full blown rose. Thus too, of our school system, while it is difficult for us, now, to realize the blessings it is intended to confer, they will be fully appreciated by our children and children's children. May its foundation be based upon principles of the most profound wisdom, and may the members of this Board be rewarded for their anxious efforts, by seeing Hamilton, at no distant day, rivaling even Boston itself, in the efficiency and perfection of her common schools.

THE STUDY OF BOTANY.

Since the Schools of our State, as well as those of all adjoining States, with their thousands of scholars and teachers will soon again be engaged in the pleasing study of Botany, I have thought it incumbent on me to make a few suggestions through the medium of the *Journal* in relation to the best modes of study and instruction in this department of science.

In this Institution (Ohio Female College) we commence the study of Botany in the month of February, in time to acquire a good knowledge of its scientific terms and principles before the full opening of the spring. In the more Northern States, however, March is sufficiently early. But the study of botany in the abstract is liable to become dull, and in the absence of living illustrations, the teacher will find it necessary to enliven his recitations by black-board drawings, dried specimens, cuttings of wood. &c.

But no artificial preparations will satisfy the learner in science. As indications of Spring multiply, he goes forth into the fields and forests to watch and welcome the first open blossom of the season. This, with us about Cincinnati, is the well known "Pepper and Salt," (Erigenia bulbosa, *Nutt.*) The first discovery of this little Spring-born plant is a triumph, and the delight which our young botanists express on that occasion is altogether extravagant, and quite surprising to the uninitated.

The appearance of the first flower of Spring, then, brings us our first relief from the dry abstractions of science, and affords us our first exercise in botanical analysis. When assembled again in the class-room, each pupil bearing a specimen of the plant in hand, the teacher directs them all to examine attentively the several parts of it, and to ascertain the nature of the root, stem, leaves, and other appendages, until they are able to describe with promptness, in appropriate terms, when called. A few interrogatories will show whether these things have been correctly learned. Then, in succession, they each resolve the several steps in the analysis. This process if conducted without error, leads promptly to the Natural Order of the plant under examination. The same process with the "Conspectus of the Genera" under that Order, conducts to the *genus* of our plant.

In order to confirm the results of the analysis, we recommend to the student the careful comparison of his specimen with the characters given at the head of the Natural Order, before proceeding to the analysis of the genera; and the same comparison with the generic characters before the study of the species.

This method of analysis conducted according to specific rules, and leading to a speedy and accurate result, affords an exciting rational amusement, as well as an invigorating intellectual exercise; and may often be exchanged in the class room for the ordinary recitations, with much advantage to the learners. For, in tracing this little plant (*Erigenia*) to its proper place in the Natural System, we do effectually learn its every important character, and put to the test nearly all the science we have previously acquired. Thus the student learns to recognize at once and forever, the *tuberous* root, the hollow stem, sheathing petioles, the umbel, involucre, &c. of the UMBELLIFERAE. So with regard to any other plant.

In the use of our analytical tables, the student will soon learn the necessity of keeping the *right track*. A single erroneous decision turns him aside from the true course, and all his subsequent search for the place and name of his plant, until that error be retrieved, will prove in vain. And yet, it must be confessed, that very few botanists are able in all cases to avoid these errors in analysis, so numerous are the disguises which plants may naturally or accidentally wear. To fortify the learner as far as possible against these errors, I had designed to point out the sources, and to refer briefly to those plants in our Flora most liable to be thus misunderstood in their character.— *Ohio Journal of Education.*

INCENTIVES TO EVENING STUDY.

Perhaps I should say at the outset, that different scholars require unlike treatment; and different teachers adopt various methods of dealing with the same pupil: this is owing to a dissimilarity in age and disposition, as regards both teacher and scholar. All will agree, however, unlike as may be their means, that their object is the same, the greatest good to the greatest number of those under their jurisdiction. Now, in order that they may progress rapidly in their studies, it is necessary that all things of a vain and trivial nature be prevented from pre occupying and monopolizing their attention. I need not again urge that evening is the time when this mental dissipation most naturally occurs; but I will proceed to say that—

First of all, every scholar, young or old, should have the advantages of evening study clearly and impressively explained to him: this alone will induce all well disposed and ambitious pupils to assent to any reasonable requisition by the teacher, in this respect; so that only the rebellious and slothful will need special rules for their government; and then of course, the seditious must be subdued, while the powers of the indolent need not be energized. The desideratum here, as in all other cases in school, is that the general sentiment be favorable to the plan proposed by the instructor: unless he can render his system popular with those for whose benefit it is to be applied, he had better discontinue it at once. Every successful teacher is necessarily sufficiently acquainted with human nature generally, and the dispositions of his scholars in particular, to foreknow what will meet the approval of the greater number of those whom he instructs.

Again: though the teacher may make such rules as he pleases, provided they are not unreasonable, for the government of his pupils in school, he can not compel them to study evenings, unless he secures the consent and co-operation of their parents or guardians. I am aware that there are teachers who think a large share of determination and menacing will enable them to govern their scholars out of school; but it seems to me that such a course is unnecessary, and hence unwarrantable. At all events, such teachers generally fail to obtain the good will and confidence of their pupils, without which I look upon the vocation as excessively unpleasant and wearisome.

As to those scholars who can study in the evenings, if they choose but whose parents will not enforce the practice, I adopt the following method:—At the beginning of the term, I announce that every pupil will be expected to study at least one hour each evening; and that unless he do, or bring an excuse from home, I shall mark him low in *diligence*. At the close of each day, I take the time each studied the evening before, which record I preserve carefully, and at the end of the term, read the total amount of study by each scholar, with other items that I note down concerning every pupil under my charge; such an attention during the time of recitation, neatness and order, general conduct and his credit in each study. Of course, before such an announcement, I explain fully as I can, the benefits arising to scholars from their studying in the evenings.

The result of all this is, that out of a school of sixty pupils, I have not half a dozen that disobey the requirement. Several of those under my care study from three to five hours every evening, and one or two study as much out of school as during school hours, and thus actually, get the benefit of two terms' schooling every term. In the place of the hooting and yelling that once made "night hideous," proceeding from my pupils, any one passing through our streets is not disturbed by such rowdyism; and should he call at the residence of their parents, he will find them book and slate in hand, quietly surrounding the study-table, and there laboring to master the lessons given them during the day.— *Ohio Journal of Education.*

D. A. PEASE.

SYSTEM AND ORDER.

The life of Noah Webster, the author of the best dictionary of the English language, affords a striking illustration of the value of system. When a young man he conceived the idea of producing a new dictionary of the English language. Having determined to make this the great work of his life, he set about preparing himself for it, by an extensive course of study. Year after year he labored on in patient obscurity, exploring the fields of literature and science, and gathering and arranging the materials for his great work. Every thing he read, or studied, or accomplished, had a bearing on the great object of his life; and this was the grand secret of his success.

"Method," says his biographer, "was the presiding principle of his life."

The love of order and system often manifests itself at an early age, and is a praiseworthy and enviable habit even at that period of life. The boy who studies and works by method will accomplish much

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more by the same means, than another boy of similar capacity, who acts without system. He knows what he is to do, and he does it. He does not begin twenty different things and leave them all unfinished. "One thing at a time, and a time for every thing," is his motto. If he has a lesson to learn, he does not neglect it until the hour of recitation has almost arrived. He has a season for play and another for work, and does not allow the one to interfere with the other. You think he has a strange "knack" of doing things *easily*, and wonder if he has not got a stronger mind and body than other boys. But his secret is, Order and System. These habits are his "labor-saving machinery," which enables him to accomplish more work than his fellows, in better manner, and in less time.

A very rich man, who had been quite poor when a boy, was asked how he acquired his wealth. He replied, that his father made him form the habit early in life of doing every thing in its time, and it was to this habit that he owed his success.—*Well Spring.*

THE WAR: HOW TO USE IT IN SCHOOLS.

TO THE EDITOR OF THE ENGLISH JOURNAL OF EDUCATION.

SIR,—We are come *in medias res* as to the war which has been pending. Affecting everybody and everything, these stirring times are exercising their influence upon schools and school boys. They are sharpening us all up more or less. Now I feel for my own part as if we schoolmasters had a specific interest in what is going on within the lines at Sebastopol, and I endeavour to bring passing events in this light before my boys. I conceive that, in spite of its deplorable evils, the war is our great ally in the cause of order and discipline throughout our schools. All will at least agree that it is a fact which we are bound to turn to the greatest account for the good of those committed to our charge. It is my purpose briefly to show what precise advantages the schoolmaster may draw from this root of bitterness.

In the first place then, it must be granted that discipline is the same thing, whether it be the discipline of the army, or of the church, or of the school. In each it is the soul of order. If our great business as teachers be to implant wisdom in the hearts of our scholars, then must everything which tends to strengthen the hands of discipline be carefully cherished by us. For the son of Sirac tells us that the "very beginning of wisdom is the desire of discipline." To make boys love discipline then, is a great point towards fitting them for those higher responsiblities of life, wherein wisdom is the only safe guide.

Now, as "example is better than precept," so is the example of what discipline has done and is doing for us—how it gives men unflinching courage in the face of death, how it exalts the quiet discharge of duty as such into a tale of heroism—so is example, with its voice from among the trenches of the beleagured city, an abler and more attractive teacher than any abstract exhortation to duty. We engage the chivalrous element in boy-nature, when we point to the charge of the guards at the Alma, as embodying the spirit of implicit obedience irrespective of consequences. And Solomon acts upon the same principle, when he tells us that, "he that hath no rule over his own spirit is like a city that is broken down and without walls." Our very title as "Soldiers of Christ" is an appeal to the same principle of our nature; and the e are probably few, who have not felt the force of the analogy as an attractive argument in aid of discipline, and as the strongest of all inducements to exertion. With boys, who are slovenly in their singing or disposed to trifle with a call to silence, my argument is this: "Those who don't sing smartly," or "those who don't know how to do as they're bid at *once*, depend on't, would have made poor work of it at the Alma." If the field of battle to a well-trained soldier is only a larger parade ground with the accident of ball instead of blank cartridge, all will depend upon his conduct on parade. Boys must be made to feel this; and, whilst the papers are teeming with anecdotes available for every possible parallel of behaviour in school life, now, I say, is the time for claiming the battle-field and the siege as our allies in the business of inducing that first flush of desire for discipline, which is the very beginning of all that is higher in the work of Christian education.—November, 1854.

G. S. G.

HOW TO ILLUSTRATE TOPOGRAPHY.

TO THE EDITOR OF THE ENGLISH JOURNAL OF EDUCATION.

SIR,—I have hit upon an expedient with my Cæsar Class which I think needs only to be pointed out to be adopted by others.

You know how hard it is to make boys understand a map or plan on paper, involving as it does a necessarily imperfect representation of varying altitudes of land and water. With a view to meeting this difficulty I have adopted the following plan, which, I need scarcely say, is not altogether original. I take a tray, and sprinkling it with sand, lay thereon a sheet of common window-glass, for my sea-level. I then heap up sand (of different degrees of fineness it might be) and mould at will, leaving the glass bare to represent water, or sea, or lake level, or inserting a bit of glass in the sand for water at a higher elevation.

I need not enter into further particulars, but may leave the rest to individual ingenuity. All those to whom I have mentioned the plan have been struck by its simplicity and usefulness. Clay, though more permanent, and with other manifest advantages over sand, is dirty, and becomes hard, and is therefore virtually insufficient for the purpose, but a tray of sand might stand on the school-room or study table in any house, and would be always ready at hand for the elucidation of plans, be the subject what it may—the bit of mountain and lake country that we so much admired last summer, or the lie of the land about Sebastopol, or the battle of the Lake Thrasimene.

I find that I can in this way bring my boys into understanding and describing in the original the several operations of a battle on ground otherwise difficult to understand, and I need scarcely add, with an interest before unknown.—November, 1854.

G. S. G.

THE PROFESSIONAL EDUCATION OF THE TEACHER, LAWYER, DOCTOR, ETC.

The advantage of Normal schools is very generally conceded and acted upon in most of the States where the Common School system has received due attention. It is as necessary for a man to receive a special education in order to fit him for becoming a successful teacher, as it is for any other department of life. What propriety is there in establishing and endowing schools of Law, of Medicine, and of Theology—of apprenticing men to a long and rigid training in the different arts, in order that they may rise to eminence each in his several sphere, and at the same time leave one of the most important of all professions, that of the teacher, to take care of itself? Men do become successful teachers, it is true, who never saw the walls of a Normal school—who never received any instruction in the science of teaching except that obtained by observation, ripened by their own experience; and it is equally true that men have risen to eminence at the bar without ever having set foot inside a State where a Law School is established, and that some of the most eloquent and learned divines who have illuminated their age and stirred up to good deeds the hearts of men, have never studied nor dreamed over the disputed points of a knotty theology in the cloister or the school.

These facts, stubborn as they are, do not disprove the value of schools established for special purposes, but merely show that the indomitable energy of individuals enables them to rise, not only in absence of all advantages, but in despite of all disadvantages. They themselves are usually ready to concede the value of extraneous helps, and lament the stern necessity that shut them out from their benefits, which, if they had been obtained, would have raised them to still higher pre-eminence. Other men there are, either naturally deficient or who neglected to avail themselves of all extraneous circumstances, and as a consequence go through life a standing reproach upon the institutions of which they boast themselves graduates.

Normal Schools will not make good teachers out of materials never designed by Nature for such a calling. There are men, and women too, innumerable in the ranks of pedagogues, as in all other spheres of life, who have mistaken their profession. They might be both useful to themselves and profitable to the community somewhere else in the great organism of humanity; but as teachers, they are as much to be deprecated as the changing of an excellent farmer into a wretched clergyman, or a skilful mechanic into a disreputable limb of the law. For such materials Normal Schools are not established, but for those competent, with a proper training, to teach, and to teach well; next to a liberal and thorough collegiate course, their discipline is the most effective. Indeed, with the most thorough academical course, special instruction on the science of teaching should always be superadded.—*Rural New Yorker.*

EDUCATION IN NEW SOUTH WALES.

That primary education should for many years have secured for itself a large measure of public attention in a country having the antecedents of New South Wales, is matter of surprise and gratification, and furnishes another proof of the mental and moral superiority of the Anglo-Saxon race. It is indeed strange, that the colony in which the shores of Botany Bay are classic ground, should vote, in one year, the large sum of fifty thousand pounds for education, and that, too, when its population is estimated at less than a quarter of a million. Such, however, is the case. The people of New South Wales have established a University, engaged an able staff of professors, and voted money for the erection of a suitable building. The current expenses of the institution are defrayed from a grant of five thousand pounds per annum from the Colonial Legislature. In addition to the liberal provision for the higher education, measures are in progress for the establishment and endowment of affiliated colleges in connection with the University, and for the erection of grammar schools of a superior class. We are more immediately concerned, however, with the present condition of elementary education in the colony. That it is not in a state satisfactory to those benevolent members of the Legislature who

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interest themselves in promoting the mental, as well as material welfare of their fellow-citizens, may be inferred from the fact that a Committee has been appointed "to inquire and report whether any measures can be adopted for improving the means of education, and for diffusing its benefits more extensively throughout the colony." This Committee is still engaged in the inquiry, and has availed itself of the professional skill and experience of real *working teachers*—a fact, in itself, of deep significance. As in most other countries where the subject receives much consideration, the opinions of educationists vary very greatly. But upon one point they are all but unanimous—that it is the duty of the State to educate the people. They differ widely, however, as to the mode of carrying out this principle. A reference to the nature of the population will explain, to some extent, the difference in the sentiments of the friends of public education. Let it be remembered, that in New South Wales there is no established church, but that all sects are upon a footing of equality.

The funds voted by the Legislature are placed at the disposal of a central Board composed of representatives of the different religious communions. By this Board, the money is distributed among the four principal denominations, in the ratio of their respective numbers according to the last census. There, the duties of the Board virtually end; for, though they nominally inspect the schools under their jurisdiction, they have no voice in the appointment or dismissal of the master, and no power to interfere in the internal management of the school. They cannot even pay the teacher his salary without the consent of the clergyman under whose immediate superintendence the school is placed. We need scarcely observe, that this arrangement is anything but satisfactory.

The system contains radical and inherent defects. One reason for its general adoption was the mutual jealousy prevailing between the various sects. Each feared that attempts at proselytism would be made by the others, and consequently each was desirous of establishing its own schools. The consequence, among a small and widely scattered population, may be guessed. Wherever one denominational school was established, three others soon sprang up in the neighborhood. Thus, in the same country town, and in the same quarter of a city, a number of children, barely sufficient to fill one good school, was divided into four. Every teacher is acquainted with the disadvantages attending small schools—their lax discipline and torpor of intellect. Of course, the smaller the school, the less became the teacher's emolument from this source. Or, if his excellence attracted children of other denominations to his school, he was compelled to violate the rights of conscience in their case or in his own. If he acted up to the principles and regulations laid down for his guidance, he was obliged to inculcate religious tenets of which their parents could not possibly approve, and thus the children's consciences might suffer wrong. On the other hand, if children of a different communion attended his school, and the master in consequence refrained from teaching them the catechism, he was positively disobeying his instructions, and breaking the tacit agreement existing between the clergyman and himself, as between the employer and the employed. He was in this manner endangering his own moral rectitude.

Another disadvantage of the denominational system arose out of the same facility of multiplying schools. Only a certain fixed sum was granted to each denomination, whatever might be the number of their schools. Consequently, the more numerous the schools, the less was the amount allotted to each, and the smaller the teacher's salary. As a result of this arrangement, it was found that men of attainments and ability left the profession, and sought in other employments a more suitable reward for their talents and industry. With a few honorable exceptions, the teachers gradually degenerated till those only remained whose sole qualification for the office was their failure in every other pursuit. The effect of this state of things may be easily imagined. At a great expense to the country, the children obtained an education that was merely nominal, or worse. In the large towns of the colony, the education was better, as the schools were larger, and the masters better paid. Still, on the whole, the condition of the country in this respect was unsatisfactory.

About the year 1848, some friends of education, alarmed at the expense and inefficiency of the instruction given in the denominational schools, proposed a plan of combined education for all sects. They had previously examined into the systems in operation in other countries, and had regarded with especial attention that introduced by Lord Stanley into Ireland. The peculiar circumstances of that country as respects religious affairs, offered some analogy to the state of matters in New South Wales. In both, there was a great variety of conflicting religious opinions, which opposed almost insurmountable difficulties to the construction of a combined system of instruction. But, by the charitable co-operation of good men of all creeds, a system was formed and successfully brought into operation in Ireland, though not without strenuous opposition from the more bigoted of each religious party. This system, commonly known as the "Irish National System," it was determined to introduce into New South Wales. Accordingly, an act was passed in the Local Legislature, by which Commissioners were incorporated for the purpose of carrying out the system, and money was voted for the same purpose. The distinctive principle of this system is that, while children of all sects are admitted to the same school, and all are instructed in those portions of our faith held in common by all Christians, the peculiar tenets of no religious body are interfered with—instruction on those points being left to the Clergy and Ministers. To carry out this principle in its integrity, a well-known series of books was compiled. The advantages expected to result from the adoption of the Irish National System in the colony, were—first, the formation of schools in localities where the population was too small to admit of the establishment of separate schools; secondly, the gathering of the children into large schools instead of small ones, so that a sufficient salary might be obtained to induce men of ability to come forward; thirdly, the promotion of good will and harmony among all classes of the community; fourthly, the reduced cost of supporting a Normal School for teachers of all creeds; and, fifthly, facility and cheapness of inspection. As in Ireland, the plan was greeted with the most determined and unreasoning opposition. Its promoters—men whose character stood high—were denounced as atheists; the system was "godless" and "infidel." After a time, however, the opposition became less violent, and National Schools began to increase rapidly. The Commissioners erected a Model School, and sent to the mother country for teachers.

The discovery of the gold fields, in 1851, produced the same paralysing effect upon educational matters as upon all the other pursuits of the colony. From this shock the country is slowly recovering. The Commissioners have adopted the Pupil Teacher System, and are about to introduce the plan of awarding certificates, as is done by the Committee of Council. Before a teacher can be appointed, he is required to spend a month in the Model School, and at the expiration of that time to undergo an examination. If successful, he is appointed to a vacant school. Country schools are under the supervision of a Local Committee, consisting of clergy and laity of all denominations; but the master is responsible to them only so far as regards his moral character. The Inspector examines into the efficiency of his school. Each teacher has a fixed salary, the whole of the fees paid by the children, a residence, and a plot of land, varying from a quarter of an acre to nine acres. When the new regulations respecting certificates of merit come into operation, the teacher's emoluments will be considerably increased.

The total number of schools in the colony is about three hundred. Owing to the incessant migrations induced by the attractions of the gold fields, the attendance fluctuates greatly, though the total number of scholars may be roughly estimated at twelve thousand. A very considerable proportion of the schools are closed for want of masters. Many are likewise rendered inefficient for want of apparatus. Were building operations less expensive, new schools would be erected in all parts of the colony. In consequence of the costliness of building, the Board of National education have been compelled to send to England for Iron school-houses. The educational prospects of the colony are beginning to assume a most flattering aspect. They will shortly be made the subject of legislative enactment, and the public are now fully alive to the necessity of obtaining thoroughly trained teachers, and of offering them commensurate rewards.—*Australian Correspondence of the English Educational Expositor, March*, 1855.

THE EDUCATIONAL INSTITUTIONS OF TURKEY.

If Abdul Medjid loves literature, he wishes to have his taste for it shared by his subjects, whom he is always endeavouring to rescue from their ignorance. It is from his reign that the re-organization of public instruction must be dated.

In 1846, an imperial decree ordered the formation of council, to which were intrusted all questions of public instruction, and the task of erecting a building to serve as a new university

The state of the muktebs, or primary schools is satisfactory enough at the present day. Elementary instruction in Turkey is gratuitous and obligatory.

The law ordains that each mussulman, as soon as his sons or daughters have reached their sixth year shall have their names inscribed in the books of one of the public schools, unless he proves his intention of educating them at home, and shows that he possesses the means of doing so. At Constantinople there are now existing 396 muktebs or free schools, frequented by 32,700 children of both sexes. After four or five years passed in the mukteb, the child who wishes to continue his studies further, enters a secondary school, where instruction on all points is gratuitous. There are now six of these schools at Constantinople, containing 870 pupils,

The superior instruction has been divided into several branches: the school of the mosque of Ahmed and that of Suleiman, for the young men who are intended to fill public appointments; the college of Valide Sultana, founded on the same view: The normal school for the education of the professors; the imperial school of medicine; the military school, the naval school, and the agricultural school of San Stefano. Ab-

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dul Medjid, who has studied the writings of the political economists, has understood that agriculture must be the principle source of the riches of the empire. Indeed, Turkey, distanced by other nations in trade and commerce, should be above all an agricultural country, and a producer of raw materials. It was this conviction that led to the establishment of San Stefano, where sixty-six young men, half natives and foreigners, are instructed. Agriculture, for the rest, is much in want of encouragement. For a long time past, it has been in a deplorable condition. The Turkish peasant is ignorant, and wedded to his old routine; while the exactions of every kind to which he has been subjected up to the present time, have entirely discouraged him.

Abdul Medjid himself superintends three different schools, and visits in person at the frequent examinations, by which the progress of pupils is tested. In a vast hall, decorated with military trophies, and provided with scientific instruments of every kind, a hundred young men, of from 15 to 20 years of age, modestly await the Sultan, whom they love as much as they revere. No noise takes place amongst them—no conversation, no laughter, all eyes are turned towards the throne, which stands in the middle of the room, and which is yet empty.

At length Abdul Medjid appears and sits down—and near him the sheiks, the ulemahs, the ministers, and the principle pachas. Each pupil advances in turn towards the throne, and replies to the questions which are put to him by one of the professors, one of the ministers, or by the Sultan himself. The questions refer to mathematics, literature, and art. When Abdul Medjid puts a question, he does so with the greatest kindness. If the pupil replies correctly, a soft smile lights up the Sultan's face; if he makes a mistake, the Sultan corrects him with indulgence and without making him the least reproach. When the examination is finished, rewards are given to those pupils who have chiefly distinguished themselves.

The young Turks are very intelligent and docile; without vanity; exceedingly conscientious; and bent upon doing their duty. They are grave but polite in their demeanour, and never quarrel or dispute.

There are numerous libraries at Constantinople; the number of volumes which they contain may be estimated at 80,000, reckoning both MSS. and printed books. The literature of Arabia, Persia, and Turkey is represented in them; the collection includes philosophical and theological works, poetry, history, books of science, and an immense number of those treatises on conduct and manners, to which the Turks attach almost as much importance as the Chinese themselves. The printing press does its work at Constantinople, but as yet but slowly. The periodical press has produced a sufficiently large number of journals, printed sometimes in French, sometimes in Turkish or Greek. —*From The Czar and the Sultan*, by Adrian Gilson (Vizetelley.)— *in the English Educational Expositor.*

THE SANSKRIT ELEMENT IN THE ENGLISH LANGUAGE.

The late Sir William Jones, and Professor Lee, recently deceased, were two of the greatest oriental scholars England has produced in modern times: the former had every advantage of tuition and books, whilst the latter in early life had no advantage whatever, save a very little help from Dr. Butler, sometime Bishop of Lichfield. We lay stress upon this fact, because the late Dr. Lee ought to be held up for the imitation of hundreds, not to say thousands, of young men in this country, inclined to risk their career of life in the field of literature, notwithstanding the spear, the sword, and bayonet are just now inviting the attention of the more bellicose spirits amongst us. Martial strife is transient in its effects; all that was done at the battle of Waterloo is being now undone; but the intrinsic merits of literary effort remain undiminished in intellectual effect. We would fain live to see the day—for it will assuredly arrive—when the scholars of England and Germany will be proficients in the learned languages of the East and West. When the ancient tongues—which are necessarily the bases of the modern ones—are in some degree mastered, it is easy comparitively so—and we speak from experience—to make sufficient progress in the modern ones, when time and opportunity permit. As far as the learned are concerned in this age, nothing can be more instructive than a knowledge of Sanskrit, the language of the priests, the princes, and learned in India three thousand years ago; because this ancient tongue is the foundation of the Indo-Germanic languages, and the source too from which Latin and Greek are to a great extent derived. Surely it must be very gratifying for Englishmen, since England is now possessed of India's gemmed sceptre, to know that their vernacular is really to be traced in its origin to the language of Brahma, one of the most ancient forms of speech of civilized man; whilst English is actually one of the youngest daughters of Sanskrit, yet more vigorous and powerful, because capable of embracing a far wider range of subjects than its mother.

Our readers need not be told that the refined tongue of the instructed is ever at variance with the dialects of the unlearned. Thus in ancient times Sanskrit, could be no more free from the license of the multitude than the diction of the senate and bar with us is now removed from the patois of the provinces. Such was the natural and unavoidable origin of the Prâkrit of India; with us, common or vulgar parlance is constantly showing itself by the most whimsical abbreviations of words and sentences, and perhaps the French carry this peculiarity to a greater height than we do. Who could ever suppose that the word *bus* was derived from the Latin *omnibus?* Again our never ceasing, *that 'll do*, pronounced just as if it was one word, resolves itself into the majestic, THAT WILL DO. Of course these are the simplest adaptations of our speech to the caprice of convenience, and it is not our business to allege more. What we have said shews how all languages, whether ancient or modern, have their learned and common usages; so it fared with the Sanskrit, out of which arose mainly two kinds of Prâkrit, the one used in prose and the other in verse. Prâkrit is the general term, under which are comprised the various dialects which appear to have risen in India out of the corruption of the Sanskrit, during the centuries immediately preceding our era. Their investigation offers much to interest both the philological and the historical student; for not only is a knowledge of Prâkrit (and especially of the principal dialect usually understood by that name,) essential to the explanations of many forms in the modern languages of India—supplying, as it does, the connecting link between these and the ancient Sanskrit—but while thus throwing light upon the history of one branch of the Indo-Germanic family of languages, it affords many valuable illustrations of those laws of euphony, with whose effects we are ourselves familiar in comparing the modern Italian and Spanish with the Latin out of which they sprang. At the same time Prâkrit is closely connected with several deeply interesting historical questions. The sacred dialects of the Baudhas and the Jainas are nothing else than Prâkrit; and the period and circumstances of its transfer to Ceylon and Nepâl are connected with the rise and progress of that religion which is professed by the principal nations to the north and east of Hindostân. When the Greeks, under Alexander, came in contact with India, Prâkrit seems to have been the spoken dialect of the mass of the people. The language of the rock-inscriptions of King Asoka, which record the names of Antiochus and other Greek princes, about 200 B. C., is also a form of Prâkrit; and similarily we find it on the bilingual coins of the Greek kings of Bactria. It also plays an important part in all the ancient Hindû Dramas; for while the heroes speak Sanskrit, the women and attendants use various forms of Prâkrit, the dialectical variations being more or less regular and euphonious according to the rank of the speaker.

Vararuchi, whose grammar he has so beautifully edited and translated, appears to have been the first grammarian who reduced these popular dialects to a system about the middle of the century preceding our era, i. e. 1500 years before our now highly polished language had a bare existence. It may be now probably taken for granted that Sanskrit, under some form or other, was the first language which was reduced to what may be termed the laws of grammar; we know that grammar, whether in reference to Hebrew, Greek, and Latin, or to the modern languages of Europe, has, almost up to the present moment, been treated as a technical and not as a rational science. Prâkrit almost always uses the Sanskrit roots; its influence being chiefly restricted to alterations and elisions of certain letters in the original word. It everywhere substitutes a slurred and indistinct pronunciation for the clear and definite utterance of the older tongue, and continually effects a concurrence of vowels, such as is utterly repugnant to the genius of the Sanskrit. All dialects, we believe, have this *slurred* and *indistinct* pronunciation, whilst polished languages, used as such, are pronounced *ore rotundo*. We will now give a few Sanskritic etymons by way of interesting our friends in the study of this wonderful language of the East.

1. MANA, *to think*, hence the Latin *mens*, and the English *man*; thus we see the *origin* of Tacitus' *Mannus habebat tres filios:* i. e. Man (=Noah) had three sons, whose names we need not repeat.
2. PITRI, *a father*; any one may here see the origin of our *father*, as well as of the Greek πατὴρ and Latin *pater*. We are inclined to think that the Sanskrit termination *tri* is the root of our terminal *ther*. Of course our readers know that the PI is virtually the same as PA, and of Hebrew origin.
3. MATRI, *a mother*, in connection with which we might repeat the remarks just made.
4. HASITRI, *fond of laughing; ha, ha, he.*
5. JIVITA, *life*; Latin, *vita.*
6. DIVATA, *day*; Latin, *dies.*
7. NIDA, *a nest*; Latin, *nidus.*
8. STAMBA, *a post*, anything standing; Latin, *sto.*
9. VATSA, *a calf*; Latin, *vitulus*, and *vacca.*
10. RASMI, *a ray*; Latin, *radius.*
11. YUGMA, *a pair*; Latin, *jugum.*
12. MANUSHA, *human.*
13. SUCHI, *a needle*; hence English, *to sew.* Latin, *sue.*
14. PUTHIN, *a path*; Greek, πατέω, *I tread.*
15. PISHTA, *pounded*; hence Latin, *pinso.*
16. SAMA, *like, same.* Latin, *similis.*
17. DA, *to give*; DINNA, *given*, Latin, *do.*

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18. LEBA, *to lick*; Latin, *lambo*.
19. HAMMAI, *he strikes*; hence English, *hammer*.
20. MALAI, *he grinds*; hence *mill*, and the Latin, *molo*.
21. HASSAM, *I shall be*. Latin, *esse*, *sum*.
22. TADA, *then*; Latin, *tunc*, and Greek, *τότ*.
23. KE, *who*; Latin, *qui*, French, *qui*.
24. RA, *a king*; Latin, *rex*, *rego*, &c.—*The English Educational Times*.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: APRIL, 1855.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

GRAMMAR SCHOOL REGULATIONS—RELIGIOUS EXERCISES IN THE GRAMMAR SCHOOL.

As public attention has been attracted to this subject, it has been thought proper to publish the following correspondence and explanation:—

Copy of a Letter from the Assistant Provincial Secretary to the Chief Superintendent of Schools for Upper Canada.

(No. 722.) SECRETARY'S OFFICE,
Quebec, 9th February, 1855.

REVEREND SIR,—

I am commanded, by the Governor General, to inform you that His Excellency has been pleased to approve of the Programme of Studies, Rules and Regulations, for the organization and government of the County Grammar Schools in Upper Canada, prepared by the Council of Public Instruction of Upper Canada, and transmitted, with your letter of the 30th December, for approval, under the provisions of the 6th section of the 18th Victoria, cap. 186.

In communicating this, I am directed to add, for the information of the Council of Public Instruction, that the rules and regulations in question appear to His Excellency to have been prepared with care, and to be well adapted for the good government of the Schools for which they are intended.

I am, at the same time, to state that it will be necessary for you to furnish me with a certified copy of the Programme and the Rules, &c., which have been approved, in order that it may remain among the records of the Department.

On receipt of such a copy, the originals will be returned to you.

I have the honor to be, &c.,
E. A. MEREDITH,
Assistant Secretary.

THE REV. DR. EGERTON RYERSON,
Chief Superintendent of Schools, Toronto.

In accordance with this letter, the programme of studies and rules and regulations, for the organization and government of Grammar Schools, were published in the *Journal of Education* for February.

But, in consequence of representations which were subsequently made to the Government on the subject of these regulations, the letter, of which the following is a copy, was addressed by the Provincial Secretary to the Chief Superintendent of Schools, on the 10th of the present month:—

(No. 2003.) SECRETARY'S OFFICE,
Quebec, 10th April, 1855.

REVEREND SIR,—

Adverting to the letter addressed to you on the 8th (9th) February last, informing you of the approval by the Governor General in Council of the Programme of Grammar School Rules and Regulations, &c., transmitted with your letter of the 30th December last, I have the honor to inform you that since the date of the first mentioned letter, the attention of His Excellency has been called to the fact, that amongst the said Rules and Regulations there are contained (in section 3,) certain exercises and forms of prayer, the adoption of which is recommended by the Board.

His Excellency observes that the adoption of these forms and exercises is left discretionary with the Trustees and Teachers; the fact, however, of their being inserted in the positive By-laws and Regulations, might, it appears to His Excellency, lead to the belief that it was meant to enforce upon the Trustees and Teachers of the Schools, conformity thereto.

With a view, therefore, to prevent any misunderstanding on this head, His Excellency in Council has thought it right to cancel his approval of so much of the said Programme of Rules and Regulations as has reference to forms of prayer and exercises.

I have the honor to be, &c.,
GEO. ET. CARTIER,
Secretary.

THE REV. EGERTON RYERSON, D.D.
Chief Supt. of Schools, for U. C., Toronto.

The Council of Public Instruction have thought proper, after due consideration, to adopt the following explanatory minute on the subject of the latter of the foregoing letters:—

"*Ordered*,—That the Council, in preparing a Code of Regulations for the Grammar Schools, felt that it was highly desirable to secure, so far as they could, without infringing on religious liberty, such a recognition of Christianity, by prayer and the reading of a portion of the Scripture, as would impress upon the pupils a due appreciation of the importance of religious duties and becoming reverence for the Word of GOD. They did not, however, think it to be their duty to render conformity to their recommendations on these subjects in any way compulsory. They deeply regret to find that their object has been misunderstood, and that His Excellency the Governor General in Council has consequently deemed it necessary, "with a view to prevent any misunderstanding on this head," to revoke the sanction which he had been pleased previously to give to them. Under these circumstances, the Council leave the arrangements relative to the daily religious exercises of each Grammar School to the judgment of each Board of Trustees."

VACATIONS AND HOLIDAYS IN UNION GRAMMAR AND COMMON SCHOOLS.

The question having been asked whether the Regulation prescribing Vacations and Holidays for Grammar Schools applies to Union Grammar and Common Schools, we answer that the case having been submitted to the Council of Public Instruction, it was decided that the Regulation in question, should apply to Union, as well as other Grammar Schools, as the law

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provides for the union of Common Schools with Grammar Schools, not the union of the latter with the former. In all cases therefore in which Common Schools are united with the Grammar Schools, the Union Schools are subjected to the Regulations which are prescribed in respect to Grammar Schools.

It is worthy of remark, that the several clauses of the *eleventh* section of the Grammar School Act empower Boards of Trustees to prescribe any duties, or make any regulations, in connexion with their respective Schools, which are not provided for by, or are not inconsistent with, the General Regulations prescribed by the Council of Public Instruction, and approved by the Governor in Council.

ENCOURAGEMENT TO TEACHERS TRAINED AT THE NORMAL SCHOOL.

At the close of the winter Session of the Normal School, 15th inst. not only were there applications, with the offer of a liberal salary, for every Teacher, male and female, that was entitled to a Certificate, but there was a considerable number of applications which could not be supplied. The salaries offered to Teachers were very much higher than were ever offered before. A number of applications, both for male and female Teachers, offering very high salaries, have been received at the Education Office since the close of the Winter session. In all cases the applications were for Teachers who had been trained in the Normal School. Nothing can shew more strongly the high value placed on the services of this class of Teachers, and the great encouragement that Teachers and young persons intending to be Teachers, have, to avail themselves of the advantages of the Normal School. With a view to afford every possible aid to young persons thus to qualify themselves for success and usefulness, the Council of Public Instruction have decided, in addition to free instruction and the use of books, to aid each student obtaining a second as well as first class certificate, at the rate of five shillings per week, during *each* session; payable at the end of the session on the students obtaining, after examination, either a first or second class Provincial Certificate of Qualification as a Teacher. The Summer Session of the Normal School commences the 15th of May, and closes the 15th of October. Candidates must apply during the first week of the Session.

SCHOOL BOOKS GOING FROM CANADA TO THE UNITED STATES.

During the last summer, the Secretary of the Board of Education, for the State of Massachusetts, made a visit to Toronto, with a view of examining, personally, the operations of the Normal and Model Schools, the Educational Department, and the working of our School System. He purchased maps, charts, school books, &c., to the value of nearly $200, for the Office of the Board of Education in Boston. Since then, he has sent three orders for supplies of the "Epitome of Geographical Knowledge, compiled for the Commissioners of National Education in Ireland," for the State Normal Schools in Massachusetts—that book being preferred to any of the kind published in the United States.

OPENING OF JOHN STREET SCHOOL, TORONTO.

On Thursday evening, 22nd March, the new school in John Street, was opened officially by the Board of School Trustees. The pupils attending the school were all present, accompanied by their parents and friends. John Arnold, Esq., occupied the chair. Dr. Burns, Dr. Ryerson, Dr. Pyper, Mr. Ald. Duggan, Mr. Coun. Wright, Messrs. Lesslie, McMaster, Tully, Fisher, and other members of the Board, G. A. Barber, Esq., Local Superintendent, and several others who take an interest in the educational affairs of the city were present. The whole proceedings of the evening were very interesting. The meeting was opened with a very impressive and appropriate prayer, by Dr. Pyper. The pupils then sang "The Orphan Boy," conducted by their teacher, Mr. Thompson.

Mr. BARBER said, from his official position it devolved upon him to offer a few remarks on this occasion—one which he thought every one would admit would be a memorable one, and greatly cheering to the Board of School Trustees. He would congratulate the meeting upon the general appearance and character of the children present as attending the school, and the very handsome appearance of the building itself. He would only refer briefly in regard to school statistics and affairs connected with the schools, leaving out altogether the great principles upon which the Free Schools are established. The first real step towards the organising a system of common schools in Upper Canada was made in 1844. At that time an amendment was made by the division of the city into school districts, and the election of three persons to manage the school affairs, arranging the school houses, appointing teachers, and all other things necessary. This system continued in force until 1847, when it was found that there were many difficulties in the way, and experience pointed out a better system. This was embodied in the School Act of 1847, under which a Board of Trustees was appointed by the Corporation of the city, and had concentrated within themselves some additional powers to those of the former Board. This Board worked very harmoniously until the principle of Free Schools was adopted by an act of the Legislature, and it became necessary to apply to the Corporation for a sum of money to carry out this system, the schools having been formerly supported by the Legislative Grant and the rate-bill. In 1851 the present elective system came into operation. Each ward elects two trustees, and as there are seven wards in the city, the Board consists of fourteen members, which by law is a corporate body. They elect their own Chairman, and are vested with extensive powers. That system has continued from 1851 to the present time, and he need only direct their attention to the position in which they were now assembled as a proof that it worked exceedingly well for the educational interests of this city. In the early part of 1844 to 1847, the school houses of the city were often in inconvenient places, generally very inconvenient in size, ill-lighted and badly ventilated, and every way unfit for accomodation and for the purposes of education. The teacher had no means of classification, and no adequate means for imparting instruction. There was no uniformity in the school system, either as regards books or anything else. The first step which the new Board took was to provide suitable school houses for the youth of the city. Their first movement was in 1853, and three new schools were erected. The success of that experiment induced the Board of Trustees to extend their operations, and other three schools were commenced, and are now completed. The first is that in which they were now assembled. It is an exceedingly handsome building, and every way adapted to purposes of education, and is alike a credit and an ornament to the City of Toronto. It is a fact that among those most strenuous for the erection of these schools are those who have to contribute most to their erection. (Applause.)

The Rev. Dr. BURNS rejoiced in the opportunity given him of testifying the high pleasure he felt at being present under so very cheering circumstances. He considered it one of the most interesting features in the rising prosperity of a city like this, that a good system of public education is adopted, and that suitable school houses are erected, and that suitable teachers are appointed, and that the whole process of education is conducted upon judicious principles. He rejoiced in the progress which had been made within a few years, on the application of sound principles to the great business of education, and that religious principles had been thrown into the system. He trusted that they would have cause to say that the system is effecting a progress among the citizens at large, and that it promises to secure the blessing of God, without which nothing in the way of education would be essential. (Applause.)

Song—"Wild wood flowers."

The Rev. Dr. Ryerson said he had not come to address the meeting in any formal way. With all his heart he would congratulate the Board in the accomplishment of a work in which they have been so earnestly engaged—in the erection of structures so remarkably adapted for the purposes for which they are intended, and so well calculated, from their imposing appearance, to produce an impression favorable to their object. He was much impressed with this fact in comparing the external appearance of the school houses in the city with the appearance of the school houses in the cities and towns of the United States. As a general thing the external appearance of their schools presents nothing more than a plain, unadorned barn, with plain roof and square windows. There is not the slightest indication from the external appearance that the building is a school house. But when you enter, within the arrangements are most admirable. He was further struck with this fact by the remark of a gentleman who came over from Rochester the other day, and who called at his house and went with him to the Normal School. On their way they passed Victoria Street

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school house. The gentleman asked what building that was, pointing to the school house, and when told it was one of our common school houses, he looked with profound astonishment for a minute or so, and then said, "Why, it looks like a College." That was the impression made upon the gentleman's mind when comparing the external appearance of our common school houses with those school houses with which he was familiar in the city of Rochester. These houses did not only look like Colleges, but they are Colleges. They are the Colleges of the mass of the people. They are the first and last institutions in which the great body of the youthful population of the country enter, and it is therefore proper that in their external appearance, and internal arrangements, they should be adapted to give a good education to those on whom in a great measure will devolve the duty of hereafter sustaining all the institutions of this country, and of giving colour to its character. But what, it may be asked, is the basis upon which this system is established, and on which this work is so far advanced, and which he hoped would advance to a still greater extent? The principle involved in it from beginning to end, so far as relates to the civil point of view, is that of local self-government, and this principle is carried out to an extent in the Province of Upper Canada not known in any State in the Union. In Albany, five or six years ago, it was proposed to put to the vote to the State, that every man should contribute to the support of free schools according to the property held in the State. He said to them that in Upper Canada they recognized to a greater extent the principle of self-government; for suppose a majority of parties in the State were to vote in favour of the motion then submitted, the free school system would be forced upon every city and town in the State. But according to the principle of the Upper Canada School Law it was left to every municipality to judge for itself. If one municipality considered it necessary to have free schools for all, it is in their power to establish them. If another municipality was not prepared to do so, they were not forced to adopt the system. This was the principle recognized in the School Law. And if the free school system is established in the City of Toronto—as he rejoiced to say it was—it is established by the patriotism of the people themselves, and not by any force on the part of the local government, or on the part of the Legislature. (Applause.) Then in respect to the principle itself and its application to the children throughout the Province, as well as to the youth of this city, the principle is simply this—that each child in the Province of Upper Canada has a right, by the very laws of its existence, to receive such an education as will fit him for the duties of a citizen in this country, that being born in the country and being brought up in it, he has the right to such an education as will fit him for the discharge of all his duties towards his fellow men in the country. (Applause.) This principle is prior to any other, prior to the right of the parents themselves; and that being the right of the children, no parent has a right to deprive his children of what they are entitled to by the very laws of their existence. A parent has no more right to leave his children intellectually blind, than he has to make them physically blind. He has no more right to maim him intellectually than he has to maim him physically. The law will punish him in the one case, and it *should* punish him in the other. If a parent should be so unnatural as not to provide for his children, the law will step in and protect them. So should it in like manner protect those orphan children from parents who would neglect their education. The Province has thus far a right to protect all its citizens, and if it has a right to protect life and liberty and property, it has a right to provide for the education and the efficient discharge of duty on the part of those not properly cared for by their parents. The education of a people under a free government is essential to the very existence of that government, the wise administration of its laws, and the stability and efficiency of all its institutions. If that be so, a corresponding duty necessarily follows. If it be right that each child should have an education that will fit him for the efficient discharge of all his duties, it is the right of the State to provide that education. And according to the property which a man enjoys and the protection afforded to that property by the State, is every person, whether he has children or not, bound to contribute to the education of the children of the State, upon the grounds of public policy, morality, and the laws which regulate property. No police system, however well organized, is equal to that of a thoroughly efficient general public school system. The application of these two principles involves the whole mystery of what is called Free Schools. It is palpable to every person who reflects upon it that the system involves principles of the highest humanity as well as of the noblest patriotism. (Applause.) Without reflecting upon these general principles, there are many persons—well meaning persons too—who think themselves seriously injured by being compelled to pay their quota for the support of the free schools. A gentleman—the owner of some mills in the neighborhood—it would not be right, perhaps, to give his name—came to him one day to complain of what he conceived to be a serious wrong. "I own some mills in—naming the District—but I don't reside there, and yet they have taxed me £20 to build a school house there. I think this is a wrong and a great injustice. He (the Dr.) said to the gentleman that having property he was particularly interested in that case in the welfare of the country at large. Knowing the gentleman had a number of sons, the question was put to him whether he had any of his sons educated in Canada. Yes, he said, he had one at Upper Canada College, and two at the University, one of whom had obtained a degree. He was then asked if he had paid for the building of Upper Canada College, or the endowment of the University, or for the endowment of the masters of Upper Canada College? "Certainly not," he said. He (the Dr.) then stated to the gentleman that hitherto he had educated his children at the expense of others, and if it was wrong for any man to educate the children of others, then he had been wronging the public to the extent of the education of his children. The gentleman said he was satisfied, now he had nothing to complain of, he saw it was right, and he went away well pleased [Applause]. The City of Toronto has been much more highly favored than any other city or town, for no other city or town in the province had received so much from the public for the endowment of educational institutions as the City of Toronto. The expense of Upper Canada College, and of the ground it occupies was £25,800. The expense of University College was about the same, so that the expense of these two institutions, in which the city of Toronto is more deeply interested than any other, or than all other places in Upper Canada, has taken three or four times as much from the public fund as the entire expense of all the common schools and school teachers in Toronto. Persons who have had their sons educated at these institutions cannot for very shame, refuse for one moment to contribute to the extent, and in proportion to the amount of their property to the education of the masses of the people in this city. The endowment of the University at this moment is considerably more than the expense of all these schools in the city, so that parties who have so largely benefitted by these institutions ought to be the very first, and the most zealous advocates of the free school system, and give it all the support in their power. If the principle, that no man has a right to contribute to other than the education of his own children, be the correct one, then it is wrong for the Legislature to give one single 6d. for the endowment of any school in the country. That it is wrong to establish a fund for the support of any educational establishment, no person believes, and, if government gives enough for the support of one sort of education, it should give enough for the education of the youth of the country. But among some of those who think the principle right, a doubt has arisen as to whether its application is calculated to have a good effect upon the children of this city. The fact is, that many children, by the neglect or unnatural conduct of their parents, are still denied the advantages of the education which the free school system provides, and there should be some means provided by which all might share the benefit of the system. In countries where this principle is fully in operation, provision is made to carry out that other principle, confessedly involved in the system. In European countries where the principle is applied, any parent is liable to be visited by the authorities who does not educate his children. They are not compelled to send them to the public schools but they must send them to some schools. In Switzerland, the most democratic country in Europe, they are promptly visited and punished, and this provision is made, that no child shall be apprenticed by his parents until he appears before a board of commissioners, and goes through an examination satisfactory to them. If the youth is to be apprenticed to a tanner, he must be acquainted with chemistry, natural philosophy, as far as necessary to understand the processes and machinery employed in that branch of manufacture, besides book-keeping, arithmetic, and a knowledge of his natural tongue. The rule is imperative that no one shall be apprenticed until he is fully qualified to reach the very top of his profession in future life. They carry out the principles of the individual right of each child to this extent that they will not suffer him to go to any trade unless he is qualified to advance himself to the highest position in society. In Boston and other New England States, they have felt the want of this provision. They have, however, a principle they adopt in regard to the attendance at schools, investing each municipal council with power to make such regulations as they think proper for the punishment of children who come under the character of vagrants. A certain portion of the police are called vagrant officers, their business is to look out for children not attending school, and if any child between 4 and 14 years of age is seen on the streets of Boston without any employment whatever, he is liable to be taken up by these officers. They are all required to attend some school. Some provision of this kind should be made in regard to those who will not benefit by the provision made for the education of all. The great wrong inflicted upon these children by their parents, calls for the adoption of some remedy. These children should be compelled to attend some school, in order that they may be educated, and not be allowed to grow up to be pests to society. Without interfering therefore with any private or individual right, this provision is made to secure to children who are wandering about in the streets the advantages of instruction, so that if seen in the streets during school hours without any occupation they are liable to be taken up as vagrants. If

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such a system were adopted in this city the benefits of the Free Schools would be commensurate with what they are intended to confer. But the advantages of our Free Schools in Toronto are not yet complete. However, this does not affect the principle of Free Schools, although many people unwisely imagine so. To carry out the principle and advantages of the Free school system he trusted that the Trustees would carry out a regulation like that which gives to the Boston Schools one of their finest characteristics—that every child shall come to school, at least, cleanly and neatly dressed, so that in the school itself you will not distinguish between the child of the poor man and the child of the rich. The very first idea he had of the superiority of the Massachusetts school system in that particular was while at Boston one day visiting the schools with the then mayor of Boston, the late Mr. Breimer, when he pointed to a boy and said, "you see that boy, that is the son of Mr. Abbott Lawrence, one of the wealthiest men in the city,—the lad beside him is the son of the doorkeeper of the City Hall from which we have just come." Here was the son of the door-keeper of the City Hall seated by the side of the child of the millionaire of Boston, running the same race with him in instruction. Sometimes the children of the rich think they are much superior to the children of the poor, but let them come and sit down at the same desk and take their place in the same class with these children that come out of the poorest cottages in the country and they will find in these poor boys that in them which will command their respect and stimulate them to exertion, while the poor lad will learn to have a respect instead of envying his wealthier neighbour—a mutual feeling thus running an intellectual race is essential to the best interests of the country, He rejoiced to see such results of his humble efforts to establish a School System in Upper Canada. It had never been his wish to impose anything upon the country. His whole desire had been to help the people to help themselves. He had never tried to control the affairs of any municipality, but had endeavoured to enable each municipality to educate their own children in the way they considered the best fitted to carry out the great advantages of the school system. His prayer was that God would prosper their exertions more and still more, and he hoped that the youth who enjoyed those advantages, so much superior to others who have grown up to mature years, would by their diligence and attention give an encouragement, a support, and an incitement to their teachers, and a reward to their parents for the sacrifices they have made. (Continued applause.)

Song.—Rule Britannia.

Rev. Dr. Pyper expressed himself as exceedingly pleased with the meeting, and with the interesting remarks, of a statistical nature, made by previous speakers, as well as with the very wide scope taken by the Chief Superintendent. He had brought before them an amount of information very pleasing, and which could not fail to be beneficial. The Rev. Dr. congratulated the Board of Trustees upon the success of their enterprise, and trusted that these schools would be colleges indeed for the youth of the city; for the neglect of the elementary instruction given in such schools, could not be compensated for in any of the other institutions of a higher character. It was in the primary school the youth was prepared for becoming a scholar. He rejoiced at the very satisfactory state of the Common School system in the city. The Chief Superintendent had remarked in regard to bringing the law to bear upon parents, in certain circumstances who neglect to do their duty to their children. This might be a startling announcement; yet, he believed, the more closely it was scrutinized, it would be seen to be the true principle of the duty of the State, in regard to those children who are neglected by their parents. The Dr. concluded by some very excellent remarks in regard to the results of the extension of education in Europe.

The pupils then sang, the "Canadian Boat Song."

Mr. J. Lesslie, after apologizing briefly for detaining the meeting at so late an hour by any further remarks, expressed the high gratification he felt at the auspicious movement—a movement which he looked upon as marking an era in the history of our city, and to which every friend of progress would look back with delight. As had been already beautifully expressed, the kind of education given in such schools, lies at the very foundation of all that is valuable in intellectual attainments, and, without it, the rest is all an empty name. Mr. Lesslie then alluded to the establishment of the free school system in the city, as an experiment—as one that had hitherto succeeded, and afforded gratifying evidence of progress. But that progress, owing to the deficiency so ably pointed out by Dr. Ryerson, had been retarded. It had also difficulties to contend with in the want of school accomodation, and other essential arrrangements. These defects had been happily remedied, and every facility would now be afforded to the thorough working of the system. After dwelling at some length on the necessity of some sort of reformatory school for juvenile delinquents, and the kind of school necessary to meet the principle laid down by the Chief Superintendent, Mr. Lesslie concluded by again expressing his delight at the cheering progress which the educational system in the city manifested.

Mr. Tully, another member of the Board, made some felicitous remarks in regard to the progress of the educational system, and dwelt at some length on the benefits derived from the cultivation of music in the schools. He said that the meeting had very good evidence that there was harmony in this school, although it was only due to the exertions of their worthy teacher, Mr. Thompson, to say that his school was acknowledged to stand at the head of the city schools in this department. He considered the cultivation of music as absolutely necessary. It was healthful and cheerful to the pupils, and it was pleasing to their parents. In Germany, the child learned his chromatic scale, just as he learned his alphabet; and he did not see why the same should not be done here. After expressing his gratification that it had now been resolved to read the Bible in the Common Schools, he requested Mr. Ald. Duggan, the senior Alderman of the Ward, to address the meeting.

Mr. Ald. Duggan, after stating the great satisfaction he had felt at the interesting proceedings—at the order the children had observed, and the pleasing and harmonious manner in which they had executed their musical pieces—addressed some appropriate remarks to the pupils. He concluded by expressing his delight at the prospect of the Common School system being entirely successful.

The Queen's Anthem was then sung, and

The Rev. Dr. Pyper then closed the proceedings with the Apostolic Benediction—*Condensed from the Globe's Report.*

Miscellaneous.

THE SPIRIT OF SPRING.

Spirit of Spring! when the cheek is pale,
There is health in thy balmy air,
And peace in that brow of beaming bright,
And joy in that eye of sunny light,
And golden hope in that flowing hair;
Oh! that such influence e'er should fail,
For a moment Spirit of Spring—
Spirit of health, peace, joy, and hope, Spirit of Spring!

Yet fail it must—for it comes of earth,
And it may not shame its place of birth—
Where the best can bloom but a single day,
And the fairest is first to fade away!

But oh! there's a changeless world above,
A world of peace, joy, and love,
Where, gather'd from the tomb—
The holy hopes that earth has cross'd
And the pious friends we lov'd and lost,
In mortality shall bloom!

Who will not watch, strive and pray,
That his longing soul may soar away
On Faith's untiring wing,
To join the throng of the saints in light,
In that world, forever fair and bright,
Of endless, cloudless Spring!

[*Right Rev. G. W. Doane.*

SUN-RISE IN THE ARCTIC REGIONS AFTER A TWELVE WEEKS' NIGHT.

(*From the Grinnell Expedition in search of Sir John Franklin, by Dr. Kane.*)

"The appearances which heralded the sun's return had a degree of interest for us which it is not easy to express in words. I have referred more than once already to the effects of the long continued night on the health of our crowded ship's company. It was even more painful to notice its influence on their temper and spirits. Among the officers this was less observable. Our mess seemed determined, come what might, to maintain towards each other that honest courtesy of manner, which those who have sailed on long voyages together know to be the rarest and most difficult proof of mutual respect.

"With the men, however, it was different; more deficient in the resources of education, and less restrained by conventional usages or the principles of honor from communicating to each other what they felt, all sympathised in the imaginary terrors which each one conjured up. The wild voices of the ice and wind; the strange sounds that issued from the ship; the hummocks bursting up without any apparent cause through the darkness; the cracks, and the dark rushing water that filled them; the distorted wonder workings of refraction; in a word, all that could stimulate, or sicken, or oppress the fancy, was a day and night-mare dream for the forecastle.

"For some days the sun-clouds at the south had been changing their character; their edges became better defined, their extremities dentated, their colour deeper as well as warmer; and from the spaces

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between the lines of stratus burst out a blaze of glory, typical of the longed-for sun. He came at last; on the 29th of January. My journal must tell the story of his welcoming, at the hazard of its seeming extravagance. I am content that they shall criticise it who have drifted for more than twelve weeks under the night of a Polar sky!

"Going on deck after breakfast, at eight in the morning, I found the dawning far advanced; the whole vault was bedewed with the coming day, and except Capella, the stars were gone. The southern horizon was clear We were certain to see the sun, after an absence of eighty-six days; it had been arranged on board to give him three cheers for a greeting, but I was in no mood to join the sallow-visaged party. I took my gun and walked over the ice about a mile away from the ship to a solitary spot, where a great big hummock almost hemmed me in, opening only to the south. There, Parsee fashion, I drank in the rosy light, and watched the horns of the Crescent extending themselves round to the north; there was hardly a breath of wind, with the thermometer at only 19o, and it was easy therefore to keep warm by walking gently up and down.

"Very soon the deep crimson blush, lightening into a focus of incandescent white, showed me that the hour was close at hand; mounting upon a crag, I saw the crews of our one ship formed in line upon the ice. My mind was still tracing the familiar chain of home affections, and the chances that this or the other of its links might be broken already; I bethought me of the Sortes Virgilianæ of my schoolboy days. I took a piece of candle-paper paste-board, cut it with my bowie knife into a little carbine target, and on one side of this marked all our little home-names in pencil, and on the other a little star. Presently the sun came; never till the grave sod or the ice covers me, may I forego this blessing of blessings again; I looked at him thankfully with a great globus in my throat; then came the shout from the ship—three shouts—cheering the sun. I fixed my little star-target to the floe, walking backward till it became nearly invisible; and then, just as the completed orb fluttered upon the horizon, fired my "salute." My little friends shall draw lots for it if I ever get home; for many, many years may come and go again before the shot of an American rifle signalizes in the winter of Baffin's Bay the conjunction of sun-rise, noon-day, and sun-set"!

So vivid a description of sun-rise, after the dreariness of a twelve weeks' night in the Arctic regions, heightens with singular effect the declaration of St. John, concerning the Heavenly Jerusalem, that—

"There shall be *no night* there"!

And then, as if to cast a shade for ever upon what must be considered the most gorgeous and most beautiful phenomena witnessed on earth—our sun-rise and sun-set—he exhibits the greater glory and sublimity of that purer light which enlightens the inhabitants of that "happy land," who need not the light of the sun nor of the moon, for—

"The Lord God giveth them light"!

Dr. Doddridge has beautifully paraphrased this vision of Heaven as follows:—

"No more fatigue, no more distress,
Nor sin nor death shall reach that place;
No sighs shall mingle with the songs
Which warble from immortal tongues.

"No rude alarms of raging foes;
No cares to break that long repose;
No midnight shade, no clouded sun
But sacred, high, eternal noon!"

"MOTHER, WHAT *MAY* I DO?"

No human cry is more deeply significant than the cry of the little child for employment. Trembling under the pressure of power which he feels rising within him and impelling to exertion, and urged by new-born energies and activities yearning for motion and employment, childhood finds itself under the mastery of a spirit it cannot control, and driven to action by an appetite as strong as that which seeks its needful food. It is the fresh bursting fountain of life seeking a channel along which it may pour its rejoicing flood; the kindled fire of genius demanding vent for its aspirations and food for its flames.

Without experience to guide him, or the compulsion of external wants to direct him, the little child knows no alternative but to imitate the employment of his elders. Thus the girl plays the mimic mother, and repeats upon her doll the offices of care and affection which she has just experienced from her own mother, while the little boy drives his harnessed play-mates with as much zest, and as much too of boastful display as his father just before performed his feats of real horsemanship. So far the imitation is harmless, and the air of busy earnestness with which the little ones engage in it, is subject only for mirth; but when they become ambitious of doing the very things performed by their parents, and seek to join helpfully in the various operations of the household, the parent, perplexed by a help that only hinders, often utters some stern or fretful reproof, and bids the little hands and feet, all rampant with life and motion, to the terrible drudgery of keeping still. Saddened by this sharp rejection of its well meant endeavors the little face lifts itself tearfully to the mother's eye, and the thin voice trembles in that pleading cry, "What *may* I do, mother?" How has every just parent's heart and conscience quailed before that cry of childish activities pleading for employment!

"What *may* I do?" Well may that question cause the mother's heart to ponder, if not to fear. It is the stern demand which the mind and muscles created by Deity for the life-long action, put forth. In those Heaven-sent activities, there is, if we rightly consider it, the promise of great deeds for earth and men, of all handicrafts and works of art, of wondrous inventions and discoveries, of noble harvests, and spreading commerce, and splendid cities, of eloquence and poetry and priestly purity, and devotion to the highest interests of humanity. There lies in it, in short, as the oak in the acorn, the whole unwritten history of the generation to come. But with its promise of good, there is a corresponding threatening of evil, for these activities will work, if not in good then in madness and mischief.

The need for employment is one which the parent is as much bound to supply as the need for food or clothing. Both health and happiness are involved in such supply. To feed and clothe the child while his energies are left unguided to pursue the path that chance or folly may dictate is to kindle the fires and raise the steam of the locomotive with none to direct it on the track or rule its progress.

Much of the evil charged upon childhood by impatient and unreflecting parents and teachers, is physiological and not moral. The child often does mischief for the want of something else to do, and would cheerfully yield up his wicked games and companions, for some useful employment in which he could feel that his aid was of real service to his friends.

No safeguard against vice is more efficacious than useful employment; for, as in the old adage,

"Satan finds some mischief still for idle hands to do."

Want of employment has made many a youth the wretched victim of crime, over whose ruin pious parents have wept, and wondered how their faithful counsels have proved all in vain.

It is, however, a question of no little perplexity to most parents to furnish proper employment or amusement for their children, either because the father and mother feel they have no time to teach their children how to work, or because they have no work for their children to do. In the former case it should be reflected that the labour of the child would more than compensate for the time spent in teaching him. In the case of those who have no work for their children to perform, there is more of difficulty, but its stern importance should in some way be met. Let us suggest that the sum which will be spent in useless toys the approaching holidays, if laid out in good strong ropes for a swing, not with a seat, but with rings, in which the child could clasp his hands and suspend himself by his arms, would yield a thousand fold more amusement, and give employment to many an otherwise idle hour. A few dollars spent in erecting some gymnastic apparatus would pay largely in the health and contentment of the children. A stationary ladder, some parallel bars, a climbing and jumping pole would furnish endless and wholesome amusement both to boys and girls, and while they gave vent to the fresh energies of youth, would lend a manly vigor to the whole character and constitution. Whatever be the amusement provided, it should be such as to tax the strength and give play to the entire activities of the child. There is power in those young limbs impatient to grapple with something that shall try their strength, and the boy or girl will soon tire of either the work or play that does not call into full action their whole energy.

Throw to the flames those silly playthings which confine the child to the corner, and threaten to break under the first rude touch; buy a strong rope, and a stout pole, or a good saw or hatchet, and you need give yourself but little trouble to keep your child from wandering or wickedness. His rough tones, and hearty, busy play will return you a thousand thanks, and fill your heart with the promise of a manhood of honest, vigorous efforts in the paths of honorable enterprise.—*Michigan Journal of Education.*

DO IT YOURSELF, BOYS.

Do not ask the teacher or some classmate to solve that hard problem. Do it yourself. You had better let them eat your dinner than "do your sums" for you. It is in studying as in eating; he that does it, gets the benefit, and not he that sees it done. In almost any school, I would give more for what the teacher learns, than for what the best scholar learns, simply because the teacher is compelled to solve all the hard problems and answer the questions of the *lazy* boys Do not ask him to parse the difficult words and translate the hard sentences in Latin. Do it yourself. Never mind, though they look as dark as midnight. Don't ask even a hint, from any body. Try again. Every

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trial increases your ability, and you will finally succeed by dint of the very wisdom and strength gained in the effort, even though at first the problem was beyond your skill. It is the study, and not the answer, that really rewards your pains. Look at that boy who has just succeeded after six hours of hard study, perhaps; how his large eye is lit up with a proud joy, as he marches to his class. He treads like a conqueror. And well he may. Last night his lamp burned late, and this morning he waked at dawn. Once or twice he nearly gave up. He had tried his last thought; but a new thought strikes him, as he ponders over the last process. He tries once more and succeeds, and now mark the air of conscious strength with which he pronounces his demonstration. His poor, weak school mate who gave up that same problem after the first faint trial, now looks up to him with something of wonder, as to a superior being. And he is his superior. That problem lies there, a great gulf between those boys who yesterday stood side by side. They will never stand together as equals again. The boy that did it for himself has taken a stride upward, and what is better still, has gained strength to take other and greater ones. The boy who waited to see others do it, has lost both strength and courage, and is already looking for some good excuse to give up school and study forever. The one is on the high way to a noble and masterly manhood; the other has already entered upon a life of defeat, disappointment and disgrace.—*Michigan Journal of Education.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Of the 1044 persons (685 males, and 341 females,) committed to the County Jail, Toronto, in 1854, there were who neither could read nor write, males 291, females 196; could read only, males 125, females 68; read and write imperfectly, males 285, females 75; read and write well, males 20, females 3; superior education, males 8, females 0.....The *Patrie* says that the St. John's College, Fordham, of the United States, has lately conferred the honorary degree of LL.D. upon the Hon. Dennis Benjamin Viger, member of the Legislative Council; the Hon. G. E. Cartier, Provincial Secretary; the Hon. A. N. Morin, Judge of the Superior Court; Jean Bte. Meilleur, M. D., Superintendent of the Public Schools in Lower Canada; Come Seraphin Cherrier, Esq., Q. C., President of the Bar of Lower Canada; and F. Ribaud, Professor of Jurisprudence, St. Mary's College.....A Niagara paper in reporting the recent examinations of the Common Schools in the town, complains in strong terms of the apathy of the public in regard to these examinations, compared with their zeal in less important matters. The Editor also adds: "We want many improvements in Niagara, but our greatest want of all and that which ought to be provided before any thing else, is a well-built and commodious edifice for our Common Schools. ....The Barrie *Advance* of the 28th March, in referring to the new school houses in the City of Toronto, observes: "They are of a character in keeping with other improvements in architecture, and an honor to the country. Their value, however, will be felt hereafter; and like Scotland we shall at some future period be able to say—our children have had instruction and education to fit them for the ordinary offices of life; and if to this, learning be added, it must come from subsequent cultivation of the mind first brought into exercise by means of Common Schools, for which the public is taxed and willingly pays."....A correspondent of the Stratford *Beacon*, in speaking of the recent examination in S. S. No. 3, North Easthope, states that the attendance of pupils was about 50 per cent over last year, in consequence of the introduction of the Free School System. He complains, however, that while the examination was most interesting on the part of the pupils, the indifference manifested by the parents was most discouraging.

FREE SCHOOLS IN THE NEW CITY OF OTTAWA.

We have received the following abstract from the minutes of proceedings of the Board of School Trustees for the City of Ottawa. It contains information upon matters of great importance to the inhabitants:

Each Ward pays for its own School, and a share of the contingent expenses of the Board of School Trustees, proportionate to the number of Schools in the Ward.

The *Free System* has been adopted in all the male and female schools of the city, under the control of the Trustees, consequently there will be no excuse for parties not sending their children to school.

The scale of salaries is as follows:

Male Teachers—1st class,	Normal School,	.....	£100	per annum.
" "	do.	County Board,	.....	85	"
" "	2nd class,	"	.....	80	"
" "	3rd class,	"	.....	75	"
Female Teachers, 1st class,	Normal School,	.....	£70	per annum
" "	do.	County Board,	.....	60	"
" "	2nd class,	"	.....	57 10	"
" "	3rd class,	"	.....	55	"

Teachers furnishing the necessary accommodation.

Schools in which the number of scholars shall not average during the summer months 30, are discontinued.

No teacher shall be required to teach more than 60 scholars.—*Ottawa Citizen.*

SIR EDMUND HEAD AT M'GILL COLLEGE.

While at Montreal, lately, inaugurating the Provincial Exhibition, His Excelleney visited M'Gill College, when the following address was presented to him:

To His Excellency Sir Edmund Walker Head, Baronet, Governor General of British North America, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY:

The Governors, Principal, and Fellows of the University of McGill College, beg leave to approach your Excellency with expressions of congratulation and respect. Feeling, in common with all who have had an interest in the cause of Education, that its infant institutions, struggling with difficulties peculiar to a new country, require the countenance and fostering care of judicious rulers, they address themselves with confidence to your Excellency, as one whose earnest attention to that important subject has ever been consistent with the character of an accomplished scholar and enlightened friend of learning.

The University which they have the honor to represent, and of which the Governor General is Official Visitor, was regarded by your Excellency's distinguished predecessor with much consideration and friendly interest; and they trust that, without presumption, they may declare their hope that the Institution will be favored with like encouragemen by your Excellency, so soon as an opportunity shall have been afforded of making you acquainted with its character and circumstances, and its claims upon public support.

In asking leave, the Governors, Principal and Fellows, desire respectfully to express a wish that your Excellency's administration of the Government of this Province may be happy and honorable, and that the blessings of Providence may rest upon your public labors, as well as upon your private and domestic relations.

To which His Excellency replied in nearly the following words:—

MR. PRINCIPAL, GOVERNORS AND FELLOWS.—I am exceedingly happy to meet you here this day. Of all the objects which can seriously occupy the attention of man, that of education is the most important. Elementary schools in this Province are common, but in them are taught mainly those necessary branches of education which adapt man for the ordinary pursuits of life. The commen schools in the sister Province have proved eminently successful; but yet great difficulties have been found to beset the Universities in which the higher branches of learning are alone taught. With the increasing progress of the country, those will, I hope, become less and less insurmountable. I have become acquainted with the difficulties under which this fine institution has labored for many years. It will give me great pleasure, Mr. Principal and Governors, if by mutual interchanges of opinion between myself and you, or any of the Professors, I can be in any measure instrumental in removing them, I shall be happy to do the utmost that lies in my power.

I beg, in conclusion, to return you my sincere thanks for your kind wishes in reference to myself and family.

After which the Professors of the University had the honor each of a personal introduction.

EDUCATION IN LOWER CANADA.—The Montreal *Transcript* mentions that an interesting meeting was lately held in that city, to take into consideration the very important subject of education. It was largely attended, and by a highly influential audience. His Worship the Mayor took the chair, and the speakers were the Revs. Dr. Taylor, Dr. Wilkes, Dr. Fraser, Dr. Davis, and Messrs. D. Davidson, S. Phillips, and Major Lachlan. The chief points which were urged by the speakers as absolutely necessary to the progress of education, was the immediate opening of the Normal School; the appointment of an additional Superintendent; the establishing of some definite system for public instruction; the election of a Board of Education, who should assist the Superintendent, and have a control over the educational funds; and the increase of the salaries of the teachers.—Though we believe that it is utterly impossible to accomplish all that is aimed at, we trust the gentlemen who have taken the matter in hand will not cease their efforts until something is done to put this Province more on an equality with Upper Canada, than it has ever yet been, in respect to one of the most important matters that can engage the attention of thinking, intelligent men.

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BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The following are the Statistics of the University of Oxford for this year:—The members of Convocation are 3,545; the members of the books 6,232; Matriculations, 1854, 393; Regents, 198; Determining Bachelors in Lent, 1854, 258. In January, 1854, the members of Convocation amounted to 3,546; members on the books, 6,259. Matriculations in 1853, were 406; Regents, 247; Determining Bachelors in Lent, 1853, 354. The Colleges and Halls that have increased most since 1853 are Worcester, 17; Wadham, 10; and Christ Church, 10. Those that have decreased most are St. Edmund Hall, 22; Baliol, 18; and Exeter, 17....The students and professors of Oxford have subscribed 3,000 dollars to the fund for the benefit of the widows and orphans of the soldiers killed in the Crimea....The name of Dr. Warneford has been made familiar to the Birmingham public by his munificent benefactions to the Queen's College Hospital. On Thursday week he died at the Rectory, Burton-on-the-hill, age 92 years....Ladies' Colleges seem quite the rage in England. Three are advertised in one page of the *Athanæum*....In the French communal schools for girls the ordinary studies are suspended, and the pupils are all engaged in making lint for the hospitals in the East....The French Minister of Public Instruction has issued a work on the Public Libraries of France and Algiers, from which it appears that, *excluding Paris*, there are in all the libraries 8,733,439 printed works, 44,070 manuscripts. Bordeaux has 123,000; Lyons, 130,000; Rouen, 110,000; Strasbourg, 180,000; Troyes, 100,000; Avignon, 60,000; Dijon, 80,000; Versailles, 56,000; Tours, 57,500; Grenoble, 80,000; Nantes, 45,000; Marseilles, 51,000; Amiens, 53,000; Toulouse, 50,000. In 1853–4, there were expended for all these libraries 407,781 francs, of which sum only 184,227 francs were for the purchase of books and binding. There are 338 public libraries.

THE NEW EDUCATION BILL FOR ENGLAND.

Lord John Russell's new bill "to promote education in England" has been read a first time and printed by order of the House of Commons. It contains 22 clauses, of which the following is a brief abstract:—The councils of English boroughs are empowered to submit schemes for the promotion of education in such boroughs (by means either of new or existing schools) to the Education Committee of the Privy Council, with an estimate of the expense thereof. Two-thirds of the members of such councils must be present at the meeting, to be specially summoned for the purpose fourteen days previously. If the scheme be approved by the Education Committee, it may be carried into effect, with or without alterations. The expenses are to be defrayed out of the borough funds, the rate not to exceed 6d. in the pound annually. The act may also be adopted by parishes situate without boroughs if two-thirds of the rate-payers vote at a public meeting in favour of such adoption. If the scheme be rejected by the rate-payers, it may not be again proposed for the space of three years. Where parishes adopt the act, the scheme may be submitted for approval to the Education Committee in the same way as by the councils of boroughs; the expenses to be defrayed from the poor-rates. In all schools established under this act, the Holy Scriptures are required "to be read therein," but not so as to be used as a "school lesson book;" and no Roman Catholic or Jewish children will be obliged to be present at the reading of the Holy Scriptures. Another clause provides that the children of Dissenting, Roman Catholic, and Jewish parents shall not be taught any catechism, nor required to use any liturgy, nor obliged to attend at church, or other religious observances. The management of schools is to be vested in the councils of boroughs and the vestries of parishes, subject to government inspection, and the rights of trustees or visitors. The Education Committee may at any time revoke any order approving any scheme under this act, and so shut up the school disapproved. The commitee must, at the same time, state its reasons for so doing.

THE NEW EDUCATION BILL FOR SCOTLAND.

Concurrently with Lord J. Russell's English Education Bill, appears a bill to "amend the law relating to Parish Schools in Scotland," introduced by Mr. Stirling and Mr. H. Baillie. This measure provides, among other enactments, that, from and after the term of Martinmas next after the passing of the act, the salary of every parochial schoolmaster in Scotland, who, at the date of the passing of the act, has ceased personally to discharge the duties of his office shall, so long as he holds such office, be not less than the salary payable to such schoolmaster, at the date of the passing of this act, under any prior act of Parliament then in force, nor more than £50,—that the salary of every other parochial schoolmaster for whom provision is not otherwise made in this act shall not be less than £35, or more than £50, and that the salary of every district schoolmaster shall not be less than £20, or more than £35 per annum. The salaries of existing schoolmasters are to be fixed within two months after the passing of the act by the heritors and ministers of parishes, at a meeting to be held for the purpose. The salaries of future schoolmasters are to be fixed within six weeks after vacancy. The salaries fixed under this act may not be diminished, but they may be increased at the expiration of five years from the passing of the act, such increase being within the limits prescribed. Clause 7 allows an appeal to the Quarter Sessions in case the heritors and ministers of parishes shall neglect or refuse to fix salaries, and also in case any heritor of the parish or the schoolmaster shall be dissatisfied at the amount of the salary fixed. In populous and widely scattered parishes it will be competent for the heritors to establish one or more additional schools, provided always that no more than £75, in the whole, shall be paid in salaries in any one parish. Schoolmasters may resign on account of infirmity or old age, on a pension to be fixed by the heritors and minister of the parish. These retiring allowances are not to be less than £25, or more than £35 for parochial masters, and not less than £15, or more than £25 for district masters. When an offer of resignation on account of age or infirmity is refused, the schoolmaster may appeal to the Quarter Sessions. The Lord-Advocate is empowered to direct the Procurator Fiscal to take proceedings for the removal of incapable, infirm, immoral, and negligent schoolmasters on the complaint of the heritors of parishes. The decision rests with the sheriffs of counties, who are empowered to order the retirement of schoolmasters, or to suspend them for three years, and to fix the amount of their pensions in the event of their dismissal being consequent on superannuation or infirmity. The heritors of parishes are bound to provide dwelling-houses and gardens for schoolmasters (the garden to cover at least the fourth part of one Scots acre) or to grant an additional salary of two guineas a-year in lieu of such garden, where it cannot be allotted without loss and inconvenience. Any dispute on this point is to be settled by an appeal to the Quarter Sessions. All former acts and statutes are saved in so far as they are not altered by, or inconsistent with the present act.

UNITED STATES.

MONTHLY SUMMARY.

An effort is being made in the City of New York, to establish Ragged Schools. The Mayor has recommended the project to the consideration of the Common Council... James Russel Lowell, the poet, has been elected to succeed Professor Longfellow in Harvard College, as Professor of Modern Languages and Belles Lettres. There were five applicants for the place, but Mr. Lowell was not one of them, and his nomination was made without his knowledge. He will accept the appointment, but, before entering upon its duties, he will spend a year abroad, in Germany and Spain. He will leave in May; but, before going abroad, he will repeat at the West, the lectures on English poetry he has just delivered before the Lowell Institute at Boston. ....A Jewish college, on the model of the German universities, is shortly to be established at Cincinnati....At a recent meeting of the American Geographical and Statistical Society, S. S. Randall, Esq., late Deputy Superintendent of the State of New York, gave an interesting statistical account of the common school system in this state. He is reported to have said that "there are schools in 12,000 districts, teaching 900,000 children. There are 15,000 teachers, about one half male and one half female. There are 60,000 officers giving their gratuitous services. There are about half a million of books used in the schools, averaging about 125 to each district. The schools are supported by the U. S. Deposit fund, a state tax, and taxes raised in the several towns, &c., amounting annually to two million and a half dollars..... The Paris Correspondent of the N. Y. *Commercial Advertiser*, states, that at a recent meetiug of the French Academy M. Guizot, the orater of the day, gave an enumeration of the immense number of public and society libraries in the United States; he also gave an *aperçu* of their common school system which he extolled as being in advance of all others, and spoke of the passion with which Americans were pursuing the collection of historical records referring to the history of their country. He said that no nation bought and read so many books; paid so much attention to their normal schools; labored so hard in the improvement of governmental and civil laws, and entered with such a passion into the collection of historical records. M. Guizot was followed by M. Dupin, former president of the Senate, by M. Cousin, Minister under the Republic, by M. Nodet, Michael Chevalier, and others. M. Cousin grew eloquent over the school system of the United

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States, and the efforts of her lettered men, in establishing a reputation for their country.

SCHOOLS AND COLLEGES, IN THE UNITED STATES.

The federal government have granted over forty-eight millions of land for school purposes, and over four millions for universities. Maine has a larger proportion of scholars at school than any other State or country in the world. Denmark exceeds the United States; the United States exceeds all other countries even including the slaves.—*Washington Commonwealth.*

COMMON SCHOOLS IN PENNSYLVANIA.

Among the important official reports which have recently been laid before the Legislature is that of the superintendent of common schools of this state for the past year. The last twelve months have exhibited nothing to change the convictions previously entertained, of the flourishing condition of the common school system of Pennsylvania; but much to strengthen confidence in its early and certain success. The Superintendent remarks that the great scarcity of well qualified teachers is still a source of complaint in almost every county of the Commonwealth. It is an evil that lies at the very root of the system, and until it is entirely removed the schools cannot attain a permanently flourishing condition. Much has been done during the past Summer by means of teachers' institutes and kindred associations to infuse a proper spirit of emulation among teachers, and the examinations by the county superintendents have, doubtless, contributed to the same result. But the state superintendent holds that the only practical remedy, under present circumstances, is to increase the salaries of teachers; thereby holding out to persons properly qualified, the inducement of a comparatively adequate compensation. The whole number of districts is 1,531 schools 9,507; average number of months taught 5; male teachers 7,590; female teachers 3,640; average salaries of males per month, $19,25; average salaries of females $12,03; male scholars 260,269; female scholars 214,286; number learning German 11,121; average number of scholars in each school 42; cost of teaching each scholar per month 43 cents.—*Correspondence N. Y. Commercial Advertiser.*

EDUCATION IN MISSOURI.

The abstract of the annual report of the superintendent of common schools shows that within the sixty-five counties included in his report there are about 200,000 children between five and twenty years of age; of this number 67,000 were taught within the past year, at an aggregate cost of $240,000; the average number, however, attending school the whole time being only 20,000. In St. Louis county particularly, the whole number taught the past year was 8,500, but the average attendance during the whole term was only 865. The superintendent looking at the general result, finds nothing therein "very gratifying to the friends of education." The report draws a sad picture of the "district school-houses," describing them as "ten by twelve log-cabins, with one oblong window; low, dismal, dreary things, the very appearance of which is sufficient to produce fever and ague."

THE NEW WINTHROP SCHOOL, BOSTON.

The old Winthrop and Johnsons schools in Boston having been merged into one, it was determined that a new and superior school "to bear the honored name of Winthrop" should be erected. This having been done, the new edifice was "dedicated" early this month. Among the speakers present was the Hon. Robert C. Winthrop, a lineal descendent of the famous Ex-Governor of the Colony of Massachusetts Bay. After making some eloquent remarks appropriate to the occasion he remarked: I am sure that I need feel no delicacy in speaking of the ditinguished person in whose honor the school has been primarily named. Five entire generations have now intervened between him and myself. More than two hundred years have passed away since he was laid beneath the sod in what is now King's Chapel Burying Ground. Within a few feet of the City Hall, where an humble tomb-stone may be seen bearing the inscription "John Winthrop, 1649." Coming over here in 1830, as the leader and Governor of the Massachusetts Company, with their charter in his hand, he was identified, perhaps beyond all other men, at once with the foundation of our Commonwealth and of our city. And there is not a page in our colonial records, or of our town records, during the nineteen years of his living here, which does not bear testimony to his labors and zeal for the public service. The very first entry in the records of Boston, if I mistake not was in the handwriting still extant of John Winthrop. The first voluntary subscription for the support of *free schools*, in 1836, bore his name, as one of the three equal and largest contributors. The first statute for the establishment of a system of education in New England, was passed under his auspices as Governor of the Commonwealth. The neighbouring common, the pride of our city, the play place of our children, and the source of so much health and happiness to us all, was originally laid out while he was at the head of the old town government, and by a committee of which he was chairman. The evidences of his services and of his sacrifices might be multiplied on every side. He spent his whole strength and his whole substance in the service of the infant colony, and died at last a poor man; poor in everything but that good name which is above all price. But it is not so much what he did, but what he was, that entitles him to the grateful remembrance of the sons and daughters of Boston and of Massachusets. He was a man of the purest life, of the sternest integrity, of the loftiest moral and religious principle; and he has left an example of moderation and magnanimity, of virtue and piety, second to none which can be found in the annals of our country. I know not how, Mr. Mayor, I can do anything more appropriate to this occasion, or furnish any more striking illustrations of the principles of him whose name has been inscibed upon these walls, than to read you a few brief sentences from one of his own letters. The letter is dated on the 16th of October, 1628, and was addressed to his eldest son, then a lad of 16 years old, who was pursuing his studies at Trinity College Dublin. "*My dearly beloved Son:*—I do usually begin and end my letters with that which I would have the *alpha* and *omega* of all thy thoughts and endeavours, viz., the blessing of the Almighty be upon thee,—not after the common valuation of God's blessings, like the warming of the sun to a hale, stirring body,—but that blessing which faith finds in the sweet promises of God and his free favor, whereby the soul hath a place of joy and refuge in all storms of adversity. I beseech the Lord to open thine eyes, that thou mayest see the riches of his grace, which will abate the account of all earthly vanities; and if it please Him to give thee once a taste of the sweetness of true wisdom, which is from above, it will season thy studies and give a new temper to thy soul. Remember therefore, what the wisest saith, the fear of the Lord is the beginning of wisdom. Lay this foundation and thou shalt be wise indeed. Such was the career and such the character of Governor Winthrop, and I need add nothing more, I am persuaded, to show that his name is worthy of being given to your school. The building thus inaugurated is of brick, four stories in height, and is designed to seat 929 pupils. There will be 14 female teachers, besides a teacher of music, a teacher of sewing, and a head master. The entire cost of the school and site is estimated at $89,000.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

We understand that sixteen or seventeen Essays have been presented to the Executive Committee for the Paris Exhibition, by candidates for the prize offered. Some of them are said to be the productions of the finest minds of Canada. The appointment of properly qualified persons to adjudicate on the respective merits of the competitors, is a work of delicacy. We hear that the judges are, the Hon. Mr. Morin, Messrs. Robert Christie, Langton, J. H. Cameron, Holton, and E. Parent....The decision of the great literary prizes, founded by Burnett,—one of £1,800, and another of £600—to the authors of the two best treatises on "The Being and Attributes of God," has just been announced. The successful competitors were found to be—for the first prize, the Rev. Robert Anchor Thompson, A.M. Louth, Lincolnshire; and for the second, the Rev. John Tulloch, manse of Kettins, Cupar Angus, Principal of St. Mary's College, St. Andrews, Scotland, There were 208 treatises lodged. The judges were Professors Baden Powell, Henry Rodgers, and Mr. Isaac Taylor. They were unanimous in their judgment....The library of 1,100 volumes used by Napoleon at Elba is still preserved on that Island. Many of the works contain notes in the Emperor's own hand....Great Britain has 5,444 artists, 524 authors, 1,320 editors, and 207 reporters....The taking of the last English census involved the recording of one hundred millions of facts....M. Ede St. Maurice Cabany, who has made the alleged discovery of a romance, said to have been written by Sir Walter Scott while in Paris, says:—"On the 25th November, 1854, I published an account of the extraordinary manner in which the MSS. of the tale or romance, in three volumes, entitled 'Moredun: a Tale of the 1210,' came into my hands, accompanied by a letter of most singular interest. The MSS. and the letter I placed in my bureau, and I invited all whom the discovery interested to come and inspect them, and to judge for themselves of the grounds on which I founded the opinion, which I still entertain more strongly than ever, that Sir Walter Scott alone could have been the author of the romance. Three copies of the letter, addressed by Sir Walter to the German to whom he gave the MSS. are being accurately *traced*—one for the British Museum, one for the Crystal Palace, Sydenham, and the third for the London publishers of the novel—as soon as the

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discoverer can "find any bold enough to give to the world a work of fiction full of interest, rich in humour, rapid and brilliant in its descriptions of scenery and character—but which the critical press of England is determined *shall not* have been written by Sir Walter Scott."

AUTHORSHIP OF THE CRITIQUE ON BYRON'S "HOURS OF IDLENESS."

It turns out, on the evidence of a manuscript note of the late Lord Cockburn, of Edinburgh—the biographer of Jeffrey, and the careful collector during his life of everything relating to the *Edinburgh Review* and Scottish literature generally—that the famous article in the *Edinburgh Review* on Byron's "Hours of Idleness," which drew forth the "English Bards and Scotch Reviewers," and stung Byron into the splendid revenge of his subsequent career, was written, not by Jeffrey, but by Brougham. Lord Cockburn's library, containing many curious and valuable memorials, has just been sold; and a collection of tracts, relating to the *Edinburgh Review*, and Edinburgh politics and literature during the last fifty years, and profusely annotated by Lord Cockburn, has been purchased by the British Museum for £85 8s. 6d. The collection consists of 350 volumes of pamphlets, of which about 60 refer to the *Edinburgh Review* alone. These supply, in some cases, the only evidence of the authorship of the essays in that famous periodical.

MEAN METEOROLOGICAL RESULTS AT TORONTO DURING THE YEAR 1854.

Professor Cherriman, of University College, read a very interesting paper at a late meeting of the Canadian Institute on the "mean meteorological results at Toronto, during the year 1854." The February number of the *Canadian Journal* will contain a full report of the address; in the meantime we present to our readers the following facts:

The mean temperature of the year 1854 was above the average of the last 14 years by 0.87, due chiefly to excess of heat in July and October, but reduced by the fall in December; the months from May to November being above their average temperature; the rest, with the exception of March, below.

The year is the hottest on record, with the exception of 1846.

The hottest month was July, and the coldest February, which is in accordance with the normal march of the temperature; the *climatic difference* is 51.4, which is 7.9 above the average.

July was the hottest month ever recorded, being 5.75 above its average temperature, and no less than 3.6 above the next inferior, which was July, 1850.

The hottest day was July 3d (81.3), and the coldest January 28th (1.6). the difference between these being 79.7.

The greatest daily range occurred on July 4th, amounting to 44.5, and the range on the whole year is 110.0, between 99.2 on the morning of August 24th, and —10.8 on the afternoon of February 8d, the former being by 4.9, the highest temperature ever recorded.

The year presents a remarkable instance of conformity with Col. Sabine's law of "permanence in the mean annual temperature, combined with great variability during the year."

The summer is the hottest recorded, and the autumn is only exceeded by that of 1846.

The thermic anomalies for the respective seasons are—Winter—11.2; Spring 82; Summer ×0.9; Autumn—3.7.

The mean humidity of the year is 7.9, having attained a maximum in February and a maximum in July. The lowest humidity (27) occurred on August 7th, at 2 p. m.

The mean direction of the wind was from N. 42 deg. W., with a mean velocity of 6.02 miles per hour, making the most windy year of the series of 8 years. In all the months except September and October, the velocity was in excess of the average, and in November and December particularly so.

The depth of rain fallen has been 27.76 inches which is 3.586 inches less than the average: and if to this we add 4.95 inches for the amount of rain equivalent to the fall of 49.5 inches of snow, we have a total of 32.71 inches.

Frost occurred in every month except June, July, and August, the latest in Spring being on May 22d, and the earliest in Autumn on September 21st, The last snow of Spring was on April 29th, and the first of Autumn on October 16th. Toronto-bay was clear of ice on April 8th, and frozen over on December 2d; being crossed on foot on the morning of the 8th, this being unusually early. Only a few days about 26th October gave ill-defined indications of the Indian summer.

The number of thunder-storms during the year has been 58, more numerous than usual. Of these none occurred in January and February, one in March; the number increasing up to 16 in July, and then again descending to none in December. The most violent occurred on April 25th and 26th, May 17th and 20th, July 4th and 8th, from 19th to 22d, August 18th, and September 6th. That of July 4th was a complete hurricane, the wind for some minutes reaching a velocity of 60 miles per hour.

During the year there has been 208 nights, the state of which would have permitted Aurora to be seen if it existed. On 55 of them Aurora was actually observed. Only two displays of the first magnitude occurred, on March 27th and April 10th, both accompanied by great magnetic disturbance. On July 10th and September 10th perfect Auroral arches were formed, but without active features.

NINEVEH RELICS.

The French Minister of State has caused a three-masted vessel, the *Manuel*, of Bordeaux, to be hired to bring to France the objects discovered by M. Victor Place, consul of Mossul, in his excavations at Nineveh; and she has just sailed from Nantes for the Persian Gulf. Amongst the objects she will bring back is one of the monumental gates of the city, four gigantic bulls, several basso relievos, a great number of utensils of earthenware, copper, iron, and a number of statues of greater antiquity than any yet discovered. They are to be conveyed down the Tigris on large rafts, supported by bladders according to the custom of the country, to Bussorah, and are there to be shipped. The descent of the Tigris, a distance of 800 leagues, will be attended with considerable difficulties and dangers; but M. Place will, no doubt, be able to surmount them. He has already accomplished the more difficult operation of conveying the objects, some of which are of enormous weight, from Khorsabad to the banks of the Tigris, a distance of some leagues, and across a country which is not only without roads but is traversed by torrents over which it was necessary to throw bridges; and all this he has done without any of the apparatus employed by Europeans. It is expected that the *Manuel* will have returned to France in sufficient time to enable her precious cargo to be deposited in the Assyrian Museum of the Louvre before the opening of the exhibition.

PUBLIC LIBRARY NOTICE.

To Municipal and School Corporations in Upper Canada.

Until further notice, the undersigned will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

E. RYERSON.

EDUCATION OFFICE,
Toronto, 1st February, 1855.

*** In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done) causes great delay in the selection and despatch of a library.

NORMAL SCHOOL.

THE next SESSION of the NORMAL SCHOOL will commence on the 15th of MAY, and end on the 15th of OCTOBER, 1855. CANDIDATES must present themselves during the first week of the Session, or they cannot be admitted. Terms of admission can be obtained from the Educational Department, upon application. See page 57.

EDUCATION OFFICE, Toronto, April, 1855.

WANTED A SITUATION,

AS SCHOOL TEACHER, one who has been in the business for eight years, and holds a second class certificate. Apply by letter, (prepaid,) stating salary, to J G. HOUSE, Tilsonburgh, No. 1.

TO TRUSTEES OF GRAMMAR SCHOOLS.

A GENTLEMAN who has obtained a LICENSE for a GRAMMAR SCHOOL in Upper Canada, as also a diploma for an ACADEMY in the Lower Province, the term of his agreement as Head Master of a Grammar School in Western Canada having just expired, wishes a re-engagement in the above capacity. Advertiser appeals with confidence to *nine years'* experience as a teacher of the higher branches in the Mother Country, as well as Upper and Lower Canada. Address, stating salary, &c., "DELTA" Post Office, Hamilton, C. W.

TO SCHOOL TRUSTEES, &c.

WANTS a SITUATION, a TEACHER of several years experience. He has a First Class Certificate, and is qualified to teach the *higher branches of an English Education*, with the *French*, *Latin* and *Greek* languages. He is practically acquainted with the most approved methods of instruction. Address, stating salary—A. B. C., Guelph Post Office. March 21, 1855.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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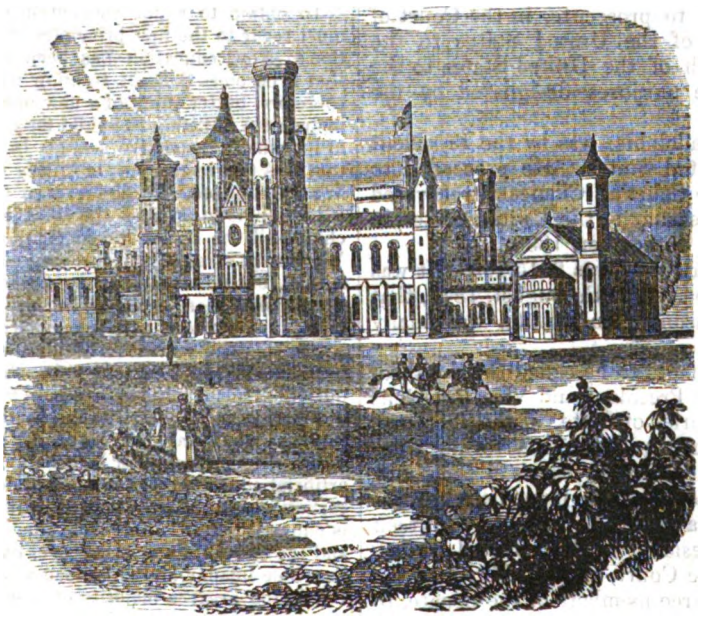
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CONTENTS OF THIS NUMBER.

	PAGE
I. The Smithsonian Institution, Washington	65
II. Practical Educational Papers.—1. The School Master's Mission. 2. Lord Ashburton on the profession of Teaching. 3. Dr. Layard on Education. 4. Modes of testing the qualities of teaching. 5. Evils of absence from school. 6. Teachers' salaries. 7. Art of interesting the scholar. 8. The mode of questioning. 9. Comprehension of words. 10. Absolute necessity of Ventilation	66
III. Editorial:—Delay in notifying the annual apportionment	72
IV. Female Education and female Educators	72
V. Miscellaneous.—1. The Old School-house. 2. Journalizing in school. 3. A Public School examination, N. Y. 4. The boy at the Dyke. 5. The Seat of War. 6. Lecture on the Geology of Canada. 7. Machinery the power of nations. 8. Exquisite story by Lamartine. 9. Be courteous. 10. Moral honesty. 11. Various papers, by T. Tate	73
VI. Educational Intelligence.—1. Canada Monthly Summary. 2. Parliamentary aid to Education. 3. British and Foreign monthly Summary. 4. Church Education society. 5. Education question in England. 6. Scotch Education bill. 7. United States Monthly summary.	76
VII. Literary and Scientific Intelligence.—1. The Niagara Falls in Winter. 2. The Electric Light. 3. Principal Falls and Rapids in the U. S. and Canada	74
VIII. Public Library Notice and Advertisement	80



THE SMITHSONIAN INSTITUTION, WASHINGTON.

In the fulness of its scope and purpose, the Smithsonian is the most important scientific and literary institution in the United States—or even in the world. The principle upon which it was founded, was of a most beneficent and philanthropic kind:—"*to increase and diffuse knowledge among men*"—without restriction as to origin, country, creed or colour.

The conception of so noble a design is due to a native of England, a scion of one of its ducal houses, and a distinguished member of one of its chief universities.

The foundation of this handsome structure was laid at Washington—the metropolis of the United States—in 1847. The architecture is of the Romanesque or later Norman style. The material of the building is of fine reddish sandstone; and the structure itself, (as represented below) with its picturesque towers and irregular beauty of outline, presents an imposing appearance. It is situated on the "Mall," a wide area of ground which slopes down with a gentle declivity from, and directly in front of, the capitol. The extreme length of the building is 450 feet; its width 140 feet. It has nine towers, varying in height from 75 to 150 feet. The grounds which surround it are very extensive and are tastefully laid out.

The institution derives it name, by will, from its founder, the late James Smithson, Esquire, son of the first Duke of Northumberland.

He was educated at Oxford, where he distinguished himself by his scientific attainments. In 1787, the year after taking his Master's degree, he was elected a fellow of the Royal So-

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ciety. To the "Philosophical Transactions" he contributed, at different times, eight valuable papers. He was an associate of most of the eminent men of science of the last generation in England, and was much respected for his proficiency in the department of chemistry, as well as for his amiable and unassuming manners. He had no fixed residence, and formed no family ties. The last years of his life were spent mostly on the continent, and he died at Genoa, June 27th, 1829.

From the property which he received by his mother, and the ample annuity allowed him by his father, his frugality enabled him to accumulate a fortune, which, at the time of his death, amounted to about 120,000 pounds sterling.

By his will, he directed that the income of this property, (after deducting some small annuities) should be paid to his nephew, Henry James Hungerford, during his life, and that the property itself should descend to his children, if he had any, absolutely and forever.

"In case of the death of my said nephew without leaving a child, or children, or of the death of the child or children he may have had, under the age of 21 years, or intestate, I then bequeath the whole of my property (subject to an annuity of 100 pounds to John Fitall, and for the security and payment of which, I mean stock to remain in this country,) *to the United States of America, to found at Washington, under the name of the Smithsonian Institution, an establishment for the increase and diffusion of knowledge among men.*"

Such are the words of the will, and the only words of Smithson which have come to us relating to this remarkable bequest.

Of the reasons which led him to make this disposal of his fortune, we know nothing except by inference. He was never in America, had no friends or acquaintances here, and is supposed to have had no particular fondness for republican institutions. No sentence among his papers, no book in his library, no recollection of his associates, shows that he had made the United States an object of special thought and study. It was, we may suppose, as a friend and patron of science and learning, and to accomplish a noble work, that he made this bequest; which he did without trammelling the legacy by any condition, restriction, reservation or direction.

Young Hungerford died at Pisa, on the 5th of June, 1835, without issue. The property thus descended to the United States. The particulars of the bequest were communicated to that government, and both Houses of Congress passed a bill, which was approved the first of July, 1836, authorizing the President to appoint an agent to prosecute, in the Court of Chancery of England, the right of the United States to the bequest; and pledging the faith of the United States to the application of the fund to the purposes designated by the donor.

Hon. Richard Rush, of Philadelphia, was by the President appointed the agent of the United States. He proceeded to England, instituted a suit in the Court of Chancery, recovered the fund and paid it into the Treasury of the United States, in sovereigns, during the month of September, 1838.

The amount of the fund at this time was $515,169. It was not till eight years after this period, 10th August, 1846, that the act establishing the Smithsonian Institution was finally passed.

This act creates an establishment, to be called the Smithsonian Institution, composed of the President and Vice President of the United States, the Secretaries of State, of the Treasury, of War, and the Navy, the Postmaster General, Attorney General, and Mayor of Washington, with such others as they may elect Honorary Members. It devolves the immediate government of the Institution upon a Board of Regents, of fifteen members; namely, the Vice President of the United States, the Chief Justice of the Supreme Court, and the Mayor of the city of Washington, *ex officio*, three members of the Senate, to be appointed by the President thereof, three members of the House to be appointed by the Speaker, and six persons to be chosen from the citizens at large, by joint resolution of the Senate and House, two of whom shall be members of the National Institute, and the other four inhabitants of States, and no two from the same State.

The act establishes a permanent loan of the original fund ($515,169) to the United States at six per cent. interest; appropriated the accumulated interest, then amounting to $242,129, or so much as might be needed, together with so much of the accruing income as might be unexpended in any year, for the erection of a building; provided for the establishment of a Library, Museum, Chemical Laboratory, &c., and left most of the details of the organization to the Board of Regents.

As the result of the labors of the Board of Regents, a plan of organization has been adopted which seems to give universal satisfaction, and promises the widest usefulness.

The cost of the building is limited (with furniture, grading the grounds, &c.) to $250,000. This will be taken mostly from the income of the original and building funds, so as to save $150,000 of the building fund, which will be added to the original fund, making a permanent fund of $675,000, yielding nearly $40,000 per annum.

This income, with all sums received from other souces, is to be permanently and equally divided between two great methods of increasing and diffusing knowledge—the first by publications, researches, and lectures—the second by collections of literature, science, and art.

The first two volumes of a series entitled "Smithsonian Contributions to Knowledge," in 4to, have been issued; also, several works in a series of a more popular character, and in 8vo. form, entitled "Smithsonian Reports." It is proposed, also, to publish for still wider circulation, a monthly "Bulletin." Researches in various departments of science have been instituted, or aided by the Institution, and several courses of free lectures have been delivered.

The various publications of the Institution have been very liberally distributed among the literary and scientific Institutions of this country and of foreign countries.

The Library has been commenced, and although the funds have not been available for its rapid growth, it is destined, we hope, to meet that great want of American scholarship, a National Library for reference and research. Measures have been taken, also, for supplying the Cabinet of Natural History and the Gallery of Art.

THE SCHOOLMASTER'S MISSION.

Lecture by the Rev. C. H. Bromby, M. A., *Principal of the Training College, Cheltenham, England.*

To obtain to a due conception of the Schoolmaster's Mission, we must recur to the first principles of all such inquiry. What is Education? Now, education has been so often and so variously defined, that it becomes difficult to know which definition to choose; we had, therefore, better think of a new one. I would define education as the instrument of fitting the child for the future man; I speak of the term in its usually restrictive sense. In its larger sense, we ought to say that it is the instrument of fitting man for his future state of being. We are engaged with the term in its first sense. The true object of education is to prepare the child, in order to enable the man to discharge all the duties and to enjoy all the privileges of his manhood. We accept it as a truism, that education, to be real, must not be special, but universal. It must take cognizance of the entire being—the *physical* man, the *moral* man, the *intellectual* man, the *religious* man. It must seek to develope harmoniously and consentaneously the whole faculties which constitute his nature. In short, the educator, if he knows what he ought to be, should vie with the artist who strikes out of his unshapely block of pure marble the character and lineaments of a perfect form. Education should begin with the earliest years, or rather, I would say, that as education must begin with the beginning of life, whether we will or no, whatever advantages, whatever appliances artificial education has to offer should be brought to bear upon the earliest years. That just-awaked infant, crowing on its mother's lap, is educating itself. The look, the smile, the love of its mother's soul, and the light of its mother's eye, have begun the work. Would that its whole infancy and childhood were carried onwards so propitiously. But in too great a majority of instances, it soon must pass from so favorable a nursery to the streets and lanes of the neighborhood. Now, since the hope of a whole generation, and, in a measure, the gradual development of the human race, depends upon the faithful discharge of our duty to children, it becomes a very important question—how we shall secure fit men to whom we may entrust the interests of the multitude, and the office of presiding at the fountains of our humanity. All thinking men must be convinced that the whole course

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of Popular Education depends upon the fitness of the educator. Write it as an axiom never to be forgotten—"As is the Master, so will be the School." Scatter over the land men of inferior stamp, who will treat children as so much stock in trade, and who form their estimate of their mission by the amount of profit they are likely to realise—men without high purpose, without sympathy, without heart—and a generation of these men of earth, men of hard machinery, will rise up and mock every hope of practical Christianity. According to our view of the aim of education, so will be our estimate of the educator. The day has gone by when men thought the mission of a schoolmaster was to beat the rebellious will into submission, to teach the barest elements of mechanical instruction, or to keep a herd of children out of harm's way. But men are beginning to realise the fact that there is in every infant mind, immured in every alley, the germ of a spirit that can hold converse with the spiritual world, and will outlive the destruction of this material universe; that there are there the first rudiments of mental greatness and moral grandeur, which need but the blessing of God to make them expand into possessions more beautiful, more precious, than all the most exquisite creations of mechanical skill. It is upon such material as this, that the educator has to work; and if the workman is to be estimated by his work, what manner of men, I ask, should our workmen be? What keen sympathies, what a sense of the beautiful, what love of justice, what devotion to truth, what perfection of morality, what mental endowments, what grace of the spirit, what bond of perfectness, what love and knowledge of Christ, the Great Teacher!

It seems to me that it is impossible to overrate the qualifications of the educator. I do not speak of acquired so much as of natural qualifications. So far I have thought more of that mental and moral greatness which shall early enlist the sympathies of the child on the side of his own higher attributes, and so force upon his young and pliant nature an early faith in good, which, in later years, the rough world may not wholly obliterate. But while natural qualities are the most indispensable—for which no acquirements can be possibly substituted—I do not mean that the latter are unimportant. These acquirements should be solid and special. If education includes the physical, the educator should know on what conditions the state of health depends. If education includes the mental and the moral, he should know the laws of mental science and of moral—the ignorance of which has stunted and distorted the growth of so many millions of our once promising peasantry. And if education includes the spiritual part of man, he should be thoroughly conversant with Holy Scripture, and at the same time deeply penetrated with its spirit—not that he may arm his youthful scholars with texts to serve no higher purpose than warlike missiles, but that he may teach them to love and worship Truth at its purest sources, and to slake their ardent thirst for pleasure at the Fountain of Religion.

Above all—the educator must be the perfect example to his school. I do not mean perfect in God's eye, nor do I mean perfect in men's eyes absolutely; but perfect in his children's. Of what earthly use can be all our brilliant gallery-lessons on humanity, when the quick-sighted scholars can observe the teacher conceited to the very shape of his boots? on holiness, when they see him to be a companion of bad men? on truthfulness, when they know that at every recurring examination he can palm a cheat upon the world by a system of deceitful cramming? I again repeat the Prussian adage, "as is the master, so will be the school." Every school possesses its peculiar and distinctive character, and that character is the character of the master. And how can it be otherwise? A child is an imitative and an inquisitive animal; and, except when he is eating and sleeping, is almost entirely in the presence of his master. Think how readily a child takes impressions, and how prone he is to be affected by any influence, good or bad—how accessible his heart, and how easily its affections are moved—and how should we be surprised that the whole future senior life is in the keeping of its teacher, to whom it appertains to guide its first tottering footsteps, and to cast its die for moral weal or woe to its dying hour!

There is no particular on which there is a greater necessity to lay stress than this—the moral training of our schools—both for its own intrinsic value and because of the habit of under-estimating it. There has been great improvement in many departments of education. Better schoolhouses have been built, more skilful teachers have been prepared, superior class-books have been published; but I fear I must not say that moral training has advanced with equal steps. The school is not sufficiently formed after the model of a home, and the schoolmaster after that of a parent. The old boast of the master is that he stands in the place of a parent—and so he should; but what parent would work all day long with a stick in hand, under a mistaken notion of supporting his authority? God has furnished him with another and far better instrument, and that instrument is love. The teacher must employ it too, and just in so far as he does will he deserve the honorable appellation of a moral trainer. Nor is it a suitable weapon with the good and gentle of the children only—but its omnipotence will be felt among the self-willed and refractory. Nay, I doubt whether there is any spirit of childhood so utterly hardened that it will not, sooner or later, yield to the influence of a love which refuses to be discouraged or wearied out. The great idea of Christianity is love—it is God's own weapon for subduing the alienation of the human heart. The Great Teacher was a living exponent of its power, and every other teacher must adopt the same method. What is that obedience worth which is based on fear? Depend upon it no fruits are worth the gathering in any single school where the heart remains a wilderness. But where love rules, every other humanity will follow; love not only gives birth to every virtue, but it compacts them harmoniously together. That is a beautiful definition of the Apostle from meditation on which I write, "Love is the bond of perfectness." What a bond between child and child, and between children and teacher. If in the home-circle the loving husband is the house-band, so in the school-life the loving teacher should be the school-band. Without love, he may speak and teach the living words of God's truth; but they will have no life for the children. If he "speak with the tongue of angels, and have not charity, he becomes as sounding brass and as a tinkling cymbal" He cannot in any sense employ the language of his Master, "The words that I speak unto you they are spirit and they are life."

I pass to another view of the mission of the elementary schoolmaster. He has a social mission. To him the country looks to disseminate right principles of social duty. A man that lives a life of animal drudgery, that subsists from hand to mouth—dwarfed in mind, stunted in moral growth, spending the hours of his leisure in animal gratification—what should he know of his duty to his neighbor or to the State, when he knows not his real duty to himself? It is the province of the schoolmaster to enforce provident habits, to explain the consequences, moral and physical, of self-indulgence—the ruinous effects of drinking habits—the pleasure and self-respect of laying up a little property; and he may safely appeal to a lawful ambition of self-advancement in the world. It belongs to the schoolmaster to teach the first rudiments of our British constitution, that he may contrast its privileges and securities with those of governments, and that he may, if future events allow it, prepare the population for an extension of the elective franchise, and for the discharge of that high social duty of appointing their own representatives in the council of the nation, It belongs to the schoolmaster to disarm the people of unreasoning prejudices, which often rise up to imperil, at different crises of the national history, their own prosperity and that of the country. To what but to an universal ignorance of first principles is owing that constant collision between capital and labor—not only ignorance of the benefits of machinery and improved art, but of the rights of labor, whether regarded in relation to the workman himself, the master, or the body of his fellow-operatives? To what but to a low intelligence is owing that rising in arms against the hoarding of corn in the face of short harvests, and the consequent rising of the price of bread, which very increase of price is the only security against the rapid exhaustion of our stocks, and the consequent horrors of famine, before another yield of harvest?

So much for the mission of the teacher. The more we think of it, the more we shall feel how high and holy it is. In every child you admit into your school, the parent expects you to send back a better man, the State a more exemplary citizen, the Church a holier disciple. I wish now to make a few remarks upon your duties to others, towards whom you will stand in official relations. And first, your duty to the parent. Instead of honoring you, it is possible they may slight you, or insult you, and you will need more than human forbearance to sustain you. Be careful, above all things, to give no occasion of offence, that your office be not blamed. Form questionable characters, contract questionable habits, or even carry yourself morosely towards parents; and what is the consequence? Parents and neighbours will talk and slander; boys and girls will listen and carry away the estimate they have heard; and then must fall the fruits of all your rich studied lessons of moral beauty, and perish the last vestige of your moral authority. Depend upon it, if you would live in the affections of your children, you must also live in the esteem of their parents. And then there is your duty to the ministers of religion.

But in order to become a moral trainer, the first step a teacher should take must be to overhaul the present expedients of his school government. Does he rule his little empire by the law of love or of fear? Does he secure order, obedience, and industry, by infusing the spirit of work from a lawful desire to please others, or honest love of approbation, and from the principle of duty; or does he force results, if not by a rod of iron, by the rod of hard and elastic wood? I am no advocate for weak discipline, properly so called; but I do not call that discipline which subdues the spirit of a child, instead of forming his pliant character. There are a thousand arguments against the rod. It is a very easy expedient—an irresistible argument—which the worst master who has but a man's strength can employ. I cannot but think, however, that it is occasionally placed upon the wrong pair of shoulders, when I see a boy punished for indolence or indifference, for which the want of tact and skill in the master is alone to be blamed. The master cannot interest his class—the boy is inattentive. The master is the cause, the boy is the effect; the effect is punished, and the cause escapes. Depend upon it that the teacher who avails him-

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self of all the moral means of discipline which he could find, if he only looked for them where they are to be found—in the sympathies of our common nature—will produce a better condition of discipline, and with far less trouble to himself. School government built upon these sympathies, and backed by public opinion, will be far safer, far pleasanter, and far more productive of fruits, than one enforced by violence and fear. I know that it may be said universal practice seems to show that the rod must have had its origin in some principle of our nature. This argument I grant; but that principle may be the unfitness and the inertness of the master's nature, and not the want of response to a higher appeal, which will be found in the boy's nature, unless it has perished for want of exercise. An ignorant man and an unskilful man, of whom accident, and not nature or cultivation, has made a schoolmaster, will find opposed to him the whole sympathy—the public opinion—of his scholars, and he has no alternative but rebellion or the use of his wooden rod; and, as in all stimulus the dose must be increased, he has no limit to the extent of the employment of it, until a boy too big or too brave for him shall measure his animal strength with his own. There are innumerable objections to the indiscriminate use of this weapon at least, if not its use altogether.—(1) It is seldom applied without passion. (2) A blow inflicted, if it afterwards be proved in error, cannot be recalled. (3) It takes no cognizance of the temper or animus of the culprit. (4) It draws out a direct and hating antagonism among the children. (5) A fault so punished is regarded by the culprit as expiated as soon as the atonement is made. (6) It hardens the sensibilities of a boy's moral nature. Corporal punishment, when anything good is left in a boy, breeds a reckless temper that defies the pain in the bold, and tends to depress and to extinguish that becoming self-esteem, and spoils the very spirit of the more gentle boy. As war is the last appeal of kings, death is the last appeal of the law, so the rod should be that of the schoolmaster. I know, as well as any one here, that there must be punishment; but it should consist in the moral sense of disgrace, and not in the animal sense of pain. What a bad master calls a bad boy, may be the bravest and the finest boy in the school. The master has never courted his affections, or challenged his confidence, and now he despises pain without flinching, for it is the price at which he buys the secret admiration and the sympathy of all his peers. If a master would secure a high state of discipline without the rod, he must begin to organise the school better, to prepare lessons of deeper interest, and adapt them to boy-nature more skilfully—he must claim their sympathies, condescend to play with them, to become a boy with a boy, a child with a child—he must listen to their tales of woe—every school has its own laws of morality—he must be himself an invisible party to their fabrication—he must seek to secure public opinion (what Stow calls the "sympathy of numbers") on his side, and then the stoutest heart of his most obdurate boy, robbed of the approbation of his equals, will not need his strong arm any more, he will wince before the very look of his displeasure. Severity either begets defiance, or it begets terror. If defiance, the whole discipline fails, unless you can pass from rods to scorpions, and from scorpions to thumb-screws. If it begets terror, terror will take its coward refuge in cunning or falsehood; and, as all the blossoms of nobility of character drop off one by one, instead of a man, you have made a very slave of the boy. We have tried the rod long enough, and if a voice from our prisons—if a voice from our reformatories—tells us that the words of human kindness alone can touch a string, the only string left that will vibrate within the broken instrument of an outcast's heart, surely we are doing a crying injustice to our comparatively innocent children whose natures are not utterly unstrung. Last winter I wandered into the Sessions House in Hull, and I witnessed the trial of a boy of tender years. The Recorder was affected with emotion when he found that he was a hardened and oft condemned criminal, though young. He had behaved throughout his trial with the most sullen indifference. In passing sentence, the Recorder followed a new track. "My boy," he said, "I can find none to say a word for you, but I can pity you from my heart; you even know not who your father is, and your other unnatural parent deserted you while a child; you have had no friend to guard you, no monitor to warn you; you have never known a tender mother's love, and were never taught by her to think of God and to pray to Him." The boy, who could hear of former committals and endless thefts without an emotion, began to lower his head when the Recorder used the first tone of compassion; lower and lower it went; but at the name of mother—though one worth the name of mother he had never known—the dry channels of his eyes became filled, until at last the boy sobbed as if his heart would break for the very unwontedness of his emotions. So taught the Saviour of mankind the outcast, the publican, and the sinner, and shall we fall back upon terror and fear with the tender children of our daily schools?

There is no profession considering its interests and the isolated normal condition of many of its professors, that requires so largely the interchange of friendly feeling, and the benefits of mutual conference, than that of the teachers. Of old, a chance good teacher, whose strong genius hit upon able expedients, sprang up, but he died, and all his experience died with him. I am aware that a good teacher is to a large extent independent of systems, and that no system will make a bad one good. I am aware that, without a special fitness and call, a teacher may try every so-called system in turn, and, after all, his will be, not a sacred, noble mission, but a miserable trade. But with all this, if associations shall afford opportunities, not of display, but of conveying the experience and results of the most successful members of their profession—opportunities of discussing the ways and methods employed to obtain them, and the principles of real education which, in spite of varying systems, must enter them all—opportunities, not of gratifying the passion of self-love, but the high desire of promoting a noble and philanthropic calling, and if truth and not controversy, if not the self-truths of party, but the whole truth of a general cause, be the steady object kept in view—if the object of deserving respect and social grade, and not of demanding it in your relation to the world without—and if, in relation to yourselves, all words and insinuations calculated to give offence and to hinder harmony and good-will be rigidly avoided—then a man will have very little faith in anything if he does not most hopefully expect large and beneficial results to flow from an association like this, founded upon the general design of advancing the cause, dear to all good men, of popular, scriptural, and general education. If I understand your object aright, you would not have the records of a successful teacher to be lost. From the records of the past you would gather aid for the future. You believe that successful teachers are great men; and—

"Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.

"Footprints, that, perhaps, another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother
Seeing, shall take heart again.

"Let us, then, be up and doing,
With a heart for any fate,
Still achieving, still pursuing,
Learn to labor and to wait."

Yours is the interchange of practical ideas, the communication of fresh experience, and, above all, the sympathy of a common pursuit. Ye are brethren in arms, with one desire and one idea. That idea is to make yourselves as efficient as pains and manly efforts can—that desire is, in God's strength, and in a Christian man's purpose, and in the might of a noble cause, to advance the highest and most sacred interests of the millions of our people, and so, in the spirit of awe and responsibility, to discharge the schoolmaster's holy mission.—*English Educational Expositor.*

LORD ASHBURTON ON THE PROFESSION OF TEACHING.

The following address to the schoolmasters and schoolmistresses of Hants and Wilts, England, has just been issued by Lord Ashburton:—

"You should bear in mind that the best attainable evidence of good teaching is not to be found in your written papers, however full they may be of apt and brilliant illustrations, but in the condition of your schools. If the children under your care have had their memories burdened by barren, disconnected facts, by mere names and dates, affording no materials for the exercise of reflection, comparison, or judgment, no extent of knowledge on your part will be allowed to redeem the errors of your practice, and your claims will be rejected. If, on the other hand, your pupils display a knowledge of the principles which explain the ordinary operations of life, if they can combine and illustrate those principles in such a manner as to show that they could at their need adapt them to use, if it appear that their minds are open to the observation of new facts, then you will have afforded the best available proof of the skill and judgment of an effective teacher. I say the best available proof, because a still more satisfactory test might be conceived.

"The artist-teacher, like every other artist, can only be tested with perfect accuracy by the examination of his completed work. In the school his work is not complete. The trials of after life can alone reveal what habits have been engendered by judicious training, what faculties have been developed—whether the knowledge implanted has spread like a vigorous seedling, or whether it has withered and disappeared like a bough cut from another stock and set in without root. But, unfortunately, this test is not attainable. It would be useless to attempt to analyze the character of any generation with the view of distinguishing and comparing the merits of all the several teachers who had borne their part in its education; we must be content, therefore, with the incomplete test of school proficiency; we must conjecture the ultimate yield of crop from the vigour with which the plant first appears above ground.

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"There are, however, objects for which it would be highly desirable to analyze the character of our present generation—objects perfectly attainable, of high professional interest to you, and immediately connected with the study of the principles of common things. The trying incidents and fearful struggles of the Russian war afford us the opportunity.

"We know that education has been spreading day by day; the present generation is better instructed, more civilized, more softened in manners, more amenable to just control, than any preceding generation within the period of our known history.

"What has been the result of this increased knowledge, this higher civilization, those softened manners, on the conduct of that portion of our people which has been exposed to the arduous trials of a winter campaign in the Crimea? Have they fallen behind their predecessors in courage? Has increased knowledge rendered them arrogant and presumptuous, less amenable to dicipline, less attached to their officers? Far from it. Never has a British army displayed such chivalrous gallantry before the enemy, such order and regularity in quarters, such heroic constancy in the cheerful endurance of extreme privation. So far the evidence is most satisfactory. The prognostics of those who distrusted the effects of education are disproved. But is there no reverse to this picture? Education has indeed been proved to have worked no ill, but has it worked all the good of which it is capable? I fear not; I fear that some more permanent mischief has been at work. So long as our troops had to contend against hostile bayonets, to storm hostile batteries, they showed every virtue, every capacity of a soldier, but when it became their lot to contend with nature, when appeal was made to their ingenuity and contrivance in their encounter with material difficulties—when they came to provide themselves with shelter, food, and clothing, officers and men alike proved themselves more helpless than the rudest barbarian, while at the same time they were encumbered by all the wants, the necessities of civilization. This has been attributed, I am aware, to our extreme civilization; but our allies did not suffer as we did; were they exempt because they were uncivilized?

"It is certainly true that the French peasant is in the habit of making many things for himself at home which we buy at the shop; but this is not the case with the French officer, who differs from our officers in this respect only, that he has been from his early education instructed in the natural sciences, and is capable therefore of taking care both of himself and of the men under him.

"Civilization, no doubt, like every other blessing, brings its bane with it. Civilization confines, and at the same time concentrates, the practical experience of each man to some minute detail of these operations which jointly compose perfect works, the boasted produce of our industry. The works are well, rapidly, and cheaply produced on account of this division of labor; but the result of the division of labor is that each individual in our highly civilized community becomes like a member of a Russian musical band, in which a performer has but the production of a single note assigned to him. The united harmony is exquisite; remove but a few performers, and the remainder become paralyzed, unserviceable, and worthless. But if this be the necessary effect of civilization, that we should each of us earn our livelihood by the employment of one mechanical process while we hire others to do for us whatever else we may require,—if civilization consists in using railways without a notion of the steam engine—in masticating food prepared by others we know not how, and all but put for us into our mouths—in occupying palaces without an idea of the mechanical contrivances by which they have been constructed—in the enjoyment of the luxuries of Sybaris, with knowledge inferior to the knowledge of nature possessed by the savage, who can at least, in his own rude way, provide for himself food, shelter, and raiment,—if the civilized man must be turned out into life with the knowledge only of one note in the world's concert, helpless when thrown upon his own resources, why then it becomes a question whether civilization be, indeed, a blessing—whether it be anything but corruption and rottenness, the precursor of decay and dissolution.

"But the facts are not so; civilization may have a tendency to produce these evils, but it has its remedies; civilization carries with it in its train those who can redress the evil if they be only permitted to do so.

"The schoolmaster is its rightful minister. He can teach us how to deal not only with the wills of men, but with the powers of nature; he can in early childhood impart such habits of observation, such insight into the workings of nature, such powers of turning its operations to account, as will arm the grown man with resources to meet whatever casualties he may have to encounter. But then the bent of mind must be given in childhood. The practical faculties must be called out before they get withered by inaction. No time must be lost, for the power of resource, the faculty of ingenious contrivance, can be imparted only as the result of long habit. They are not to be picked up from books, for they depend upon the cultivation of the eye and the touch, of the ear and the smell, as well as on the cultivation of that which combines, compares, and uses their perceptions.

"God gave us these senses for our defence and preservation; and because in this age of peace and order we can, without danger to life or property, dispense with their exercise, are we to allow them to become all but obliterated by inaction? The young child is restless and inquisitive. It is ever exercising its senses on the objects within its reach. It is by its senses that it lays up its stores of facts whereon to employ its rising faculties. Nature at the same time gives it a love of sport that it may develop its limbs, that it may acquire strength and symmetry by their use; but what is our practice? We seat it upon a bench and make it learn from books. But I hear a voice say on the authority of Miss Nightingale that four-fifths of our soldiers have been seated at no school I do not deny the fact, but I answer that these four-fifths are the Pariahs of civilization. The rest are its spoiled, its misdirected children. In what condition is that society which comprises no others? If I had space I would attempt to shew you that it is not in the Crimea only, but that in our fields, in our towns, at our very thresholds, are to be found the same fatal results of misdirected intelligence. I would take you on that sea which we claim as our element, and show you the sails of our merchantmen cut against all rule of science to hold the wind rather than to stand flat as a board; I would take you amid the high-priced stock of our farms, and shew you that the medical attendace to which their care is intrusted is as inferior to the instructed veterinary practitioner as was the surgeon-barber of Queen Elizabeth's time to Astley Cooper or Brodie of the present; I would shew you our churches built without reference to acoustics—our schools and houses without regard to ventilation. All this misdirected industry in manhood is the fruit of the misdirected bias imparted in childhood; you are answerable for that bias; may your efforts be successful!

"I remain your obedient servant,

April, 1855. "ASHBURTON."

AUSTIN LAYARD, ESQ. D. C. L. ON PRACTICAL EDUCATION.

Dr. Layard, the celebrated explorer of Nineveh, having been recently elected Lord Rector of Marischal College and University, Aberdeen, Scotland, delivered the following forcible address at his installation. After referring in very eloquent terms to the talents and acquirements of his more immediate predecessors, Dr. Layard proceeded to say that education—practical education—was the great question of the day. "This subject," he said, "I firmly believe to be one of the utmost importance at this moment—one well deserving the thoughtful and earnest consideration of every one truly anxious for the welfare of his country, jealous of her renown, and trembling lest, unhappily, she should fall from her ancient greatness. It is only when great emergencies arise that nations, as well as individuals, know what is required of them, and what they are capable of effecting. Such an emergency—one almost unparalleled in the history of our country—has arisen. We are engaged in a great war, after a long peace. It is, perhaps, well for us that the emergency has occurred before it is too late to meet it. No impartial man will venture to assert that we have not been found wanting. The reputation of this great empire has, to a certain extent, been tarnished; and its high estate among the nations of the earth has been shaken. In a moment of national difficulty and danger we have been found unequal to the duties which are imposed upon us. To account for so great a calamity—for calamity it undoubtedly is—we must seek for the evil at home. While we have undoubtedly to deplore as the cause of enormous evils the reckless manner in which merit is overlooked in public employments, and is passed over to satisfy private and party interests and influences—a subject upon which I do not now wish to dwell—I believe that among the most prominent and immediate causes of our misfortune, will be found the defective condition of our system of national or State education. It may seem strange that I should venture to make such an assertion in the middle of the 19th century, when I may be reminded that at no period of our history has education been more general or been brought more within the reach of all classes. But a vicious application of the very best principle may be the cause of as much evil as its right application would be of good. After all, the test of national education must be its result upon the national character and upon the condition of the people. Unless that result be to raise us as a nation—to make us more wise, more honest, more capable of filling that station which Providence assigns to a truly civilized and educated people—national education is of little comparative value. If our educational system should tend rather to enervate than to strengthen the mind—if we should find that the intellectual powers with which God has endowed us are rather paralyzed than brought into full vigour—if it should appear that it rather favours error than encourages truth—surely we may well infer that there is something essentially wrong in that system. I fear there is too much reason to suspect that the evils to which I have alluded have already, to a certain extent, ensued, and that they may extend still further. I believe that our present system of education is rather directed to the overcharging of the memory than to the true cultivation of the intellect and strengthening and discipline of the mind—that it

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is leading us to treat men as mere machines, rather than as reflective responsible beings." Now, there never had been a stronger desire to promote education everywhere than at present, and much, very much had been done to promote it both in England and Scotland of late years, but, though it had been shown that the number of youths under education had increased, there was reason to fear that the quality had not kept pace with the quantity enjoyed. If they did too much to educate the memory and too little to educate the judgment they would cramp the mind; and if the mind were to be cramped by the mere acquisition of isolated facts it would be as effectually injured as by ignorance. He had seen in public examinations of schools in England much readiness displayed by children, which on closer examination turned out to be mere feats of memory, mere tricks, enabling the children to answer difficult questions, but which, unconnected with any logical process of the reason, when once forgotten, left them in their original state of ignorance. The end, therefore, of education had not in these cases been attained. Against this he warned them. He did not say it was generally characteristic of our system of public education, but he feared it was too commonly so, and where it did prevail he felt that even self-instruction was on many accounts to be preferred to it. (Applause.) They generally found that great writers, great inventors, great thinkers, and great public benefactors had been men who had struggled against overwhelming difficulties, and had to rely entirely on themselves to form their own characters and to educate their own minds; and it was such a system of education as would stimulate those qualities of the mind which led to self-reliance which he desiderated as the great want of the present age. This was the great defect of modern education, that blind and unreasoning adherence to mere form and rule—through which men had become as it were mere parts of a machine, instead of free, intelligent, reasoning, and practical beings. If this system was carried out to the extent which some seemed to desire, there was no despotism the world ever saw could be so terrible in its consequences upon the human mind and upon the character of a nation. (Cheers.) The best and most general system of education would be of no avail against it. A man might have the powers of a giant, while he could not do the work of a dwarf. (Cheers.) The hon. gentleman continued,—"We have received a terrible warning. Let it not be thrown away upon us. Day after day have I of late listened, as a member of the committee appointed to inquire into the condition of our army in the Crimea, to the most sickening and heart-rending tale that human suffering ever furnished—one too much calculated to lower us, not only in our own estimation, but in that of the world. I cannot allude to it without a glow of indignation and a blush of shame. To what are we to attribute the grievous misfortunes which it discloses? Are Englishmen less honest, less humane, less generous, less intelligent, less fruitful in resources than they once were? Surely not; we see no proof of it in private enterprise, or in the relations of private life. How, then, have we been plunged into this abyss of national disgrace? Why, with our immense mercantile means and experience, have our stores miscarried? Why have our brave countrymen been allowed to die untended and uncared for? Why have our gallant soldiers been left to perish from want and by the sword, in default of common precautions? Why have the unparallelled resources of this great country been put forth almost in vain? It is because men who engage in the service of the State do not feel a true sense of individual responsibility—because they can shift from their own consciences a burden which, it would appear to me, it would be intolerable to a sensitive and right-feeling man to bear, unless he could persuade himself that his own free action and independence were completely controlled. If these be not the reasons, why have a few generous and noble-hearted men—and women too, who have faced dangers, dared disease, taken upon themselves responsibilities, relied upon their own exertions, not upon rules—how have they, I ask, with slender means, despite frequently of discouragement and opposition, and entirely without Government support, alleviated the sufferings and saved the lives of thousands of our unhappy countrymen? The hon. gentleman illustrated his views of this kind of education by many references to his discoveries in Nineveh, referring to the desolation of those cities as affording in many instances, warnings which they should profit by, as well as lessons they should draw from them, and concluded by an eloquent peroration, amid the warmest applause of the meeting.

MODES OF TESTING THE QUALITY OF TEACHING.

"On entering a school, I think it important to scrutinize the looks of the children. If they appear dull and downcast—if on being questioned by the master they rarely look him in the face—if no smile or suppressed smile of delight is seen on their countenances when a clever reply is given—if they do not appear eager to do their best—we may safely conclude that the teacher has not the hearts of the children with him, and that, however much they may have learnt, they have got no real education. The alteration in the countenances of a school, even in a month's time, when a good teacher has been substituted for a bad one, must be familiar to every inspector. There appears then a sort of joyful intelligence in their faces, which changes their whole physical aspect. Phrenologists tell us that bumps may be made to rise on the skull by cultivating particular propensities. I cannot say that my experience extends so far as that, but I am sure that the efforts of a well trained teacher will cause beams of intelligence to radiate from a child's eyes, where before was nothing but sullenness and obstinacy. * * *

"A very simple test will shew the extent to which children will get into the habit of repeating, without the smallest understanding of what they have been saying. Let a school be examined where the teacher has never been in the practice of instructing in the meanings of words, nor enforced writing from dictation. If there is one thing more than another which the children may be supposed to know thoroughly, it ought assuredly to be the Lord's Prayer; yet, if they are required to write it out on their slates, the first line will probably be presented thus, 'Our Father *charter heven.*'"—*Mr. Tufnell, English School Inspector.*

THE EVILS OF ABSENCE FROM SCHOOL.

1. If a boy learns to feel that he may leave his duties as a scholar for trivial causes, for causes equally trivial he will leave his business when a man.

2. The time of the teacher and the whole school is wasted while this absence is being recorded.

3. The teacher's time is wasted in reading and recording the delinquent's excuse when he returns to the school.

4. He interrupts the exercises of the teacher, or some part of the school, in finding the places at which his various lessons commence.

5. He has lost the lesson recited yesterday, and does not understand that portion of to-day's lesson which depends upon that of yesterday; and such dependence usually exists.

6. The teacher's mind and patience are taxed in repeating to him the instructions of yesterday; which, however, for want of study, he does not clearly appreciate.

7. The rest of the class are deprived of the instruction of their teacher, while he is teaching the delinquent.

8. The progress of the rest of the class is checked, and their ambition curbed, by waiting for the tardy delinquent.

9. The pride of the class is wounded, and their interest in their studies abated, by the conduct of the absentee.

10. The reputations both of teacher and school suffer, upon days of public examination, by failures which are chargeable to the absence and not to the instruction.

11. The means generously provided for the education of the delinquent are wrongfully wasted.

12. He sets a pernicious example for the rest of the school, and usually does actual mischief while absent.—*Southern School Journal.*

TEACHERS' SALARIES.

At a recent meeting of the School Trustees of Toronto, the subject of Teachers Salaries was brought into discussion.—Messrs. Henning and Denison were opposed to the employment of inferior teachers for young children, for the sake of effecting a small saving; and argued with much force "that it required in truth greater abilities to lay the foundation solidly and firmly, *lead out*—the proper meaning of education,—the latent ideas and awaken the dormant faculties of the mind, than to rear the superstructure—that thoroughly qualified teachers should, at the present crisis of our educational system be secured and properly remunerated, and then and then only will our schools be filled with pupils—the sympathies of the public be enlisted on behalf of the effort now making for the education of the young, and finally the end at which education aims be fully attained."

One of the greatest evils which is perpetrated on the youth of our country is in providing them wi h teachers of mean capacities, simply for the reason that they are cheapest. In many instances, which if necessary we might enumerate, the bargain has been struck with the applicant for the vacant school, because he consents to take a few shillings less than another, little matter at the same time as to his attainments. It is really too bad when such men are elected as Trustees who cannot discern between a teacher of youth and a driver of oxen, both are equally rated.—Fifty and six pounds are the usual salaries of teachers in the country, and the consequence is they are generally persons of the lowest attainments.

We hope the good common sense of the Toronto Trustees will be observed and followed. It will prove the cheapest plan in the end to secure the best Teachers, who shall receive a respectable remuneration The time of youth will be less squandered, and trouble and money saved.—*Hamilton Gazette, 29th March.*

ON THE ART OF INTERESTING THE SCHOLAR.

"Teaching would be rendered far more interesting both to the teachers and to the taught, if greater efforts were made in many instances to attain a power of development. A sluggish mind may

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thus often be aroused, and its attention directed to any subject, susceptible outwardly of the association of chain of ideas, or of being inwardly in itself unfolded. The lines of Milton,—

'In notes with many a winding bout
Of linked sweetness long drawn out,'

do not apply to music alone.

"The memory is perhaps necessarily exercised more frequently than any other faculty in early education, but I believe that the mystery of the art of teaching is more especially included in two words, substitution and inference; substitution, in the first instance, of one word only for another, afterwards of phrases for phrases, and when such preliminary steps are mastered, a long and slow process, thoughts may be substituted for thoughts, at first in direct contrast, and when these become obvious, shades of meaning in all their delicacy may be substituted for other shades, in gradual but interminable succession. If education is expected to exercise a permanent influence, it is necessary to form a taste for reading; and a perception of the force and beauty of expression, and of the powers of language, is some security that good books will be read. But there are stronger reasons than these for requiring a child continually, according to his age and understanding, to put other words, phrases, or thoughts in the place of those presented to him. Unless he can do this more or less successfully, we cannot feel certain that he has mastered what he has been taught. He has not appropriated it or made it his own, until he has clothed it in his own words. The mind also thus becomes subtle and sinewy; it gains from exercise; it acquires the power of expression; and expression forced from a child by thought suggests to him thought in its turn.

"A good teacher will habitually leave something purposely unsaid, and lead his scholars to infer it from what has gone before. His object is to tell as little as possible in direct terms. An appeal to the memory alone soon becomes wearisome, and the attention flags; they who harangue children make them dull and heedless, because they leave them nothing to do; but any man who has the skill to make the acquisition of knowledge not a burden to the memory, but step by step a continual discovery on the part of the children under his charge, will be himself probably astonished at their progress. It is not the teacher's duty to do everything for the children, but to lead them to do all they can for themselves. Education is not exempt from the general law, that whatever is valuable must be won by labor. When children are engaged in listening to what is told them, their minds are in a great measure passive, but they are active when required to find out something for themselves, not told, but suggested. It is vain to expect to teach effectively without exciting interest, and when the child has become conscious of the possession of faculties previously dormant, of their successful exercise, and of the novel pleasure of discovery, he will be interested.

"If authority be required for urging the method of teaching by substitution and inference, we have the highest of all—it is that chosen by our Saviour Himself. In the parables a perpetual substitution is required from the hearer or reader of the remote for the common, of the unseen for the seen, of the heavenly for the earthly; and it is remarkable in these and our Saviour's other discourses how much is left to be inferred in comparison of what is directly said."—*Mr. Browne, English School Inspector.*

ON THE MODE OF QUESTIONING.

"One of the essential qualifications of a good teacher is, that he should possess the art of rapid and appropriate questioning on whatever his pupils have read. Deductions should be made, illustrations set forth, parallel passages quoted, and every means used to cause the pupils to think and reason on whatever is before them. Nothing tests the powers of a teacher so much as giving a good questioning lesson. If he is not thoroughly master of the subject, if he does not possess a facile power of expression, or is deficient in physical force, it is impossible he can be efficient in this particular. Some of the Scotch schools are the only ones I know, where this art of questioning is carried to perfection,—perhaps some persons may think to extravagance, though I do not. A teacher by these means, will keep a class for a whole hour in a state of the most intense mental activity, so that both master and pupils will glow with heat, and be covered with perspiration, as if they had been contending in a race. Even if this be considered as a good thing carried to excess, it is infinitely preferable to the opposite and too common evil of a lifeless system of questioning, of which I will give an example, as these matters are often best illustrated by extremes."

Mr. Tufnell also expatiates on the bad teaching of arithmetic, and the usual neglect of explaining its principles, which once so generally and still so largely prevails. He says,—"I remember one instance in which two actuaries were requested to multiply £1 19s. 6d. by the same sum. They both said the calculation was easy enough, but would take some time to perform, and took the sum home for that purpose. They next day returned the calculations entirely differing from each other. Of course, they were quite unaware that a trick had been played them, and the question was, in fact, absurd and insoluble * * When a teacher informs me that his pupils are thoroughly conversant with the double rule of three and compound interest, I usually set them questions in the lower rules, and if these are not well performed, as is often the case, I decline to allow them to show their proficiency in the higher. It is offensive pedantry for a person to put forth his knowledge of deep things, when he is ignorant of common things. In one school, where a friend was requested to examine the boys, he asked them the number of bushels in a quarter of corn, and the distance to London, without getting any response, upon which the master interfered, and asked them in a triumphant tone the distance and specific gravity of the planet Jupiter, which were readily answered."

It appears thus, that high flights and elementary ignorance are not confined to the "better" rank of schools, but infest all grades alike.

COMPREHENSION OF WORDS.

"Perhaps there is no single cause in connection with school education, that more impedes a child in his attempts to gain knowledge and improve himself when he has grown up, than this ignorance of all but the commonest words. There is hardly any department of art, science, or book of amusing and instructive reading, with which a person can make himself acquainted, if he has only learnt the vocabulary in use among the laboring classes. This ignorance of the meanings of words is, I believe, the main reason why mechanics' and literary institutions are so scantily supported, why lectures are so little attended by the classes for whom these means of improvement were chiefly designed. Hence many a sermon fails of its effect, as the hearers cannot understand the language in which it is couched. I know a gentleman in Kent, who tried to instruct and interest his parishoners in the passing events of the world by reading to them the *Times* newspaper. He found, however, that he could never get through twenty lines without meeting with twenty words which none of his auditors could understand. One sentence talked of the 'operations of our fleet in the Channel.' This was a complete puzzler. The word *operations* puzzled them; the word *fleet* puzzled them: they did not know what a 'fleet' was, and they had not the slightest idea of what the 'Channel' meant."—*Mr. Tufnell, English School Inspector.*

ABSOLUTE NECESSITY OF VENTILATION.

On returning from a recent lecturing tour, the Rev. Henry Ward Beecher wrote an article on town-halls, lecture-rooms, etc., from which we make the following extract, and beg leave to commend it to those who have the charge of our school-rooms, for we know from experience that there is much room for a reform in the ventilation of this important class of edifices:

"It is astonishing that God should have set such an example before us, and provided such wondrous abundance of air, and men take no hint from it of the prime necessity of this substance for health, brightness, and enjoyment. Almost without a single exception, new halls and old ones are *unventilated*. The committee will point you to an auger-hole in some corner of the ceiling, and tell you that arrangements have been made for ventilation! You might as well insert a goose-quill in a dam to supply all Lowell with water for its mills! These contemptible little holes, hardly big enough for a fat rat to run in without disarranging his sleek fur, are hardly enough for one breather, and they are set to do the work of a thousand people! Besides, no provision is made for the introduction of *fresh air* from below, to supply the place of that which is supposed to pass off.

"The air trunks of furnaces ought to be double the usual size, and the hot-air trunks that lead from the furnace-chamber to the room should be four times as large as is usual, so that large volumes of mild air can come in, instead of fierce currents of intensely hot air out of which the moisture has been dried, and the oxygen burnt by contact with a red-hot furnace. A room that will seat a thousand persons should not have less than *four* venti-ducts, each one of them larger than a man's whole body. They can be placed at the four corners of the building; or they may be arranged along the sides of the wall, the number being increased as the diameter of each is diminished. But the square inches of the mouths of the venti-ducts should be at least *one third greater* than of the mouths *of the heat trunks* which come from the furnace.

"As soon as a speaker begins, he usually finds his cheek flushed, his head full and throbbing; bad air is at work with him. The blood that is going to his brain has not been purified in his lungs by contact with good air. It has a diminished stimulating power. It is the first stage of suffocation. For all that is done when a man is hung, is to prevent the passage of air down his windpipe. And if you corrupt the air till it ceases to perform a vital function, it is the same in effect; so that a public speaker in a tainted atmosphere is going through a prolonged process of atmospheric hanging. The people, too, instantly show signs of distress. Women begin to fan themselves; children grow sleepy; and well fed men grow red and somnolent.

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"How people can consent to breath each other's breath over and over again, we never could imagine. They would never return to a hotel where they were put into a bed between sheets that had been used by travellers before them; no, they must have *fresh sheets*. They would go without food rather than eat off an unwashed plate used by several parties before them. Clean, fresh plates are indispensable. But while so delicate of their outside skin and their mouth, they will take air into their lungs that has been breathed over twenty times, by all sorts of persons, and that fairly reeks with feculence; and nothing disgusts them but a proposal to open a window and let in clean and fresh air; that brings up coat-collars, and brings down scowls, and amiable lips pout, and kind tongues declare that they will not go to such a place again, if they do not have these matters regulated better for the health!"—*The Student.*

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: MAY, 1855.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

It was intended to publish in this number of the *Journal of Education* the apportionment of the Legislative School Grant for the current year to the several municipalities of Upper Canada, with the requisite instructions to the various officers concerned in distributing it; but the action of the Legislature being required to determine both the amount of the Grant and the disposal of portions of it, and that action not having yet taken place, the apportionment cannot be notified before June. We regret the inconvenience to which several County Councils that meet early will be subject in consequence of this delay; but a day will not be lost in making out and giving notice of the apportionment, as soon as the amount of School Grant payable to Upper Canada can be ascertained.

FEMALE EDUCATION AND FEMALE EDUCATORS.

The work of Education belongs peculiarly to woman. God has endowed her with faculties admirably adapted to it. Man may be the better teacher, the better instructor, but woman is the better educator. Who can deny it? Can the metaphysician? Assuredly he cannot: ask him, "What is education?" he will tell you it is the drawing out,—the development of the human faculties—the moral, mental, and physical faculties with which man is endowed by the Creator. Now, is it on the male or on the female that the work of developing a child's faculties chiefly devolves? Why, unquestionably, it is the female; it is the mother, who, with a tender solicitude and a keen perception, watches with throbbing breast and beating heart to

> "Catch from its eye the earliest ray
> Of intellectual fire."

It is she who gives the first idea to the vacant mind; it is she who (it may be) before the child can, unaided, take his first step—it is she who has formed the character of the man. Who knows whether it be not so? Then who can estimate the moral influence, for good or evil, which a mother has over childhood and youth? Ah! a father may instruct, he may give "line upon line" and "precept upon precept;" he may exhort, he may threaten, he may control, he may *awe;*—it is the mother who *educates*. We do not say that a father cannot nor does not educate his child; we do not say that a man cannot be an educator, or that he cannot be an excellent and most efficient educator. Man may become an educator, but it is necessary that he first become an educationist. Woman, without ever becoming an educationist, or even without receiving the benefit of elementary school instruction, *must*, unless she live in solitude, become an educator.

One of the principal elements requisite to form an educator is moral influence with those to be educated. Woman has not only a strong moral influence, but she has also peculiar and highly favourable opportunities for exercising it.

Maternity may increase and refine the educating power, but it does not bestow it. The power is inherent in woman. The ignorant nursemaid is an educator; her look, and tone, and gesture are aids to the development of faculties perhaps of the highest order. Let not the fond parent who trusts her little boy to the temporary care of a servant maid, fancy that the girl is "only getting him ready for school." The girl is educating him morally, mentally, and physically; the cold water which trickles from his head down his healthy chubby limbs, would provoke him to try the strength of his lungs, to the no small disquietude of the house, were it not that Betty is amusing him by "such a pretty story about a great big black giant eating little boys and girls as if they were herrings." Scarcely a sentence does she utter but she exercises or developes some moral or mental faculty in such a manner as not only to counteract the good which the morning ablution might do as regards physical development, but also to do a positive injury. Now, had the girl been properly educated and instructed, her influence with the child would not have been less—possibly it might have been greater—and, O how different would the result have been!

The progress of civilisation has always been marked by the advancement of woman in social gradation; hence, in christianity, which alone is the basis of civilisation in the highest sense, there is an importance and a *status* given to females which no other system ever allowed. To use the words of an elegant modern writer, "Christianity freed woman, because it opened to her the long-closed world of spiritual knowledge. Sublime and speculative theories, hitherto confined to the few, became—when once they were quickened by faith—things for which thousands were eager to die. Simple women meditated in their homes on questions which had long troubled philosophers in the groves of Academia. They knew this well; they felt that from her who had sat at the feet of the Master, listening to the divine teaching, down to the poorest slave who heard the tidings of spiritual liberty, they had all become daughters of a great and immortal faith. Of that faith they were the earliest adherents, disciples and martyrs. Women followed Jesus, entertained the wandering Apostles, worshipped in the catacombs, or died in the arena."

If we look to secondary causes, how materially has Christian civilisation progressed through female influence and by female exertion! In our own land, how much has been done for religion's glorious cause by females, from Queen Bertha, in the year 597, to our beloved Queen Victoria, in the year 1855! Turn we to any period of history and we shall find that rarely, indeed, is it marked by an important event with which woman was not connected. It was a conviction of the potency of female influence that prompted the celebrated Thomas Sheridan to suggest establishing, nearly one hundred years ago, a national system of female education. He justly observed: "Women govern us; *let us* try to render them perfect: the more they are enlightened, so much the more so shall we be. On the cultivation of the mind of woman depends the wisdom of man. It is by woman that nature writes on the heart of man." No one will deny that female influence is the most potent of earthly influences; and well has it been observed, that "the thoughts which occupy the woman at home are carried into public assemblies by the man."

The Bible, that "Book of books," which none but fools despise, bears evidence in the strongest and most irrefragable manner, in support of what we advance with regard to female influence. It tells us that he who was not born of woman, but was made *perfect* after the image of the Holy One, his Creator, partook, through woman's influence, of

> "The fruit
> Of that forbidden tree, whose mortal taste
> Brought death into the world, and all our woe,
> With loss of Eden."

It tells how female influence elicited the moral weakness of Manoah's mighty son; how he, whose physical prowess could withstand, and could destroy, a thousand stalwart warriors, yielded to—until his own destruction was occasioned by—the enticement of a woman. The history of Samson proves woman's strength.

The Bible tells how the man after God's own heart, the pious David, whose valour was as conspicuous as his magnanimity, enamoured of a woman's charms, debased himself to the dark deeds of a cowardly murderer; and how the man whose wisdom, unprecedented, shall never (according to the changeless decree of wisdom's God) be equalled, proved no security against female influence;—how Solomon, the profound worshipper of "the only wise God," was led, by women who foolishly bowed the knee to senseless idols, to forget even the beginning of wisdom—the fear of the Lord. We see the purpose of the patriarchal Isaac thwarted by woman,—the mandate of the Egyptian tyrant disregarded by woman,—women the instruments of preserving from premature destruction Israel's great lawgiver and leader,—Deborah's influence instrumental in securing her country's freedom,—the warlike Sisera inveigled to his destruction by the guile of Jael, and the beautiful Esther the means of averting the contemplated annihilation

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of her people. These are but a few of the many instances of female influence recorded in holy writ.

Heathen mythology everywhere recognises the power of female influence. Homer and Virgil tuned their immortal lays to themes commemorative of the direful ten years' conflict occasioned by the charms of Helen; the history of every age is replete with proofs of female influence, and yet how remarkable it is that nothing worthy of more than a passing notice has been done to promote female education!

We need not search the chronicles of antiquity for proofs of the truth of our assertions. Look we to the history of the progress of education in England. Monkish legends and historical records tell us of British females renowned for mental acquirement. We read of a St. Hilda, who, "from her convent decided on state matters, and shared in the councils of Kings;" of Osburgha, who prompted her son —the great Alfred—to the pursuit of literature; of the learned, pious, and charitable Margaret Beaufort, the mother of the colleges of Cambridge; of Lady Jane Grey, who, according to Fuller, possessed "the innocency of childhood, the beauty of youth, the solidity of middle, the gravity of old age, and all at eighteen—the birth of a princess, the learning of a clerk, the life of a saint." We read of Queen Elizabeth, Lady Mildred Burleigh, and numerous other noble ladies remarkable for the extent and solidity of their learning, but we read of no endeavours to extend the advantages of education more generally to females. There has ever been a wide difference between the machinery (so to speak) of female education from that of males, even in this country, where popular educational progress has been slower than in other nations, the era of whose civilisation has been nearly synchronical with it. Our noble universities and our numerous endowed grammar schools have been available for the male youth of our country; but what provision was there until very recently for female education, except that made by individual enterprise—or rather, individual necessity!—*The English Governess.*

Miscellaneous.

THE OLD SCHOOL HOUSE.

The remembrance of pleasant associations, of enjoyment connected with the antiquated school-room can never be obliterated but with the complete overthrow of the powers of memory. And often in later years, when corroding care furrows the polished brow, and we sicken at the world's cold-heartedness and inhumanity, we turn within for reflection, and rekindle the fires of youth by the recollection of our enjoyments in childhood. The mind naturally reverts to the time and place, when, surrounded by companions as gleeful and unmindful of the future as ourselves, we existed in the joyousness of youth, and strove to emulate the acquirements of those by whom we were encompassed.

On no scene do we dwell with more pleasure, or feel a greater regret that we are past its enjoyment, than that which rises up before us with the image of the old school-room.—The old school-room! Who does not love to review its bygone scenes? Even now its form flits across my mind's vision as a cloud athwart the heavens. The great fire-place in one end, well filled with logs, seems to crackle as it did in days of yore. The clock that ticked away upon the opposite wall, still seems to mark the passing hours.

The raised benches stretching along the sides of the room with the open space in their midst, where the master paced to and fro, or watched with eagle eye the scholars as he heard their recitations; the old-fashioned desk; the dunce-block with its burly looking occupant, and the teacher dispensing punishment to some unlucky urchin—all are seen again in the recollections which crowd upon me of years agone. And the master—but let the poet describe him.

"A man severe he was, and stern to view,
I knew him well, and every truant knew;
Well had the boding tremblers learned to trace
The day's disasters in his morning face;
Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he;
Full well the busy whispers, circling round,
Conveyed the dismal tidings when he frowned;
Yet he was kind, or, if severe in ought,
The love he bore to learning was in fault;
The village all declared how much he knew,
'Twas certain he could write and cypher too;
Lands he could measure, terms and tides presage,
And even the story ran that he could gauge;
In arguing, too, the parson owned his skill,
For e'en though vanquished he could argue still;
While words of learned length, and thund'ring sound,
Amazed the gazing rustics ranged around,
And still they gazed, and still their wonder grew,
That one small head should carry all he knew."

And the scholars who crowded into that school-room, where are they? Scattered up and down on the earth, pursuing various avocations, and filling different stations in society. But they are not all here. Some slumber in an early grave, and flowers planted by affection shed their fragrance over their tombs. Some lie beneath the clods of foreign lands.—Some sleep far down in the deep sea whose solemn moanings forever sing their requiem; and in a little while all, like the old school-house, will have disappeared from the face of the earth, and time will efface our names and deeds from the recollection of men. G. F. W.—*Rural New Yorker.*

JOURNALIZING IN SCHOOL.

The habit of journalizing in a school during youth, produces the following results in later life:

1. A fine style of penmanship.
2. Promptness of composition and rapidity in recording thought.
3. Greater accuracy in thought.
4. Facility in acquiring knowledge, and certainty of retaining it.
5. Greater influence in imparting the riches of thought.
6. Renders our life more important in our own eyes.
7. Makes a person more reliable, and less impulsive in his thought and manner.
8. Facility in recalling the facts and events of past life, for use, of which John Quincy Adams is an eminent example.
9. An extensive record of one's own life, from which the next generation may know what we have been and done.—*Mass. Teacher.*

A PUBLIC SCHOOL EXAMINATION IN NEW YORK.

Once a year there is a high day in each of the public schools of this city. The pupils all dress in their prettiest, and assemble in the great room of the school-building to be examined by those amiable men and awful functionaries, the Inspectors of Common Schools. The affair goes off with the desired *éclat*, and the papers of the following day generally have something to say respecting the indefatigability of the teachers and the orderly behaviour of the children. We attended, a few days ago, one of these Examinations, that of the Girl's Department of a school which is justly considered to be one of the best the city can boast of.

Nine o'clock in the morning. A few visitors have arrived, who are seated on raised settees at one end of the large apartment. A group of gentlemen—teachers, inspectors, and others—are standing about the platform. The room presents a wide expanse of neat little cherry-colored desks with neat little cherry-colored chairs behind them. The walls are hung with maps, astronomical and geographical, and the general effect of the room is light and pleasant. On each side of the platform there is an open door, through which one can look down the staircases that lead to the lower stories, and observe that the edifice is surcharged with girls, the stairs revealing a long line of them awaiting the signal to enter. Suddenly the piano in the middle of the room strikes up a lively march, and from the two doors two lines of little girls stream in with a quick, eager movement, and wind like bright ribbons among the long rows of desks. On they come, welling up the stairs, as from an inexhaustible fountain; and, as they gain their places, stand in long ranks behind the chairs, silent, motionless, with their arms folded behind them. At length the fountain runs dry; the room is filled; the piano is silenced; the principal waves her hand; there is a rustle of a thousand dresses, and the school, as if it were one being, takes its seat.

Who, that was not used to it, could look upon the scene without emotion? A garden bright with so many rows of immortal flowers—a thousand of the future mothers of the city!

Amid a silence most profound, a gentleman rises and reads a chapter from the Bible; the chapter which contains the singularly apropos declaration, that much study is a weariness to the flesh, and which opens with the exhortation, "Remember thy Creator in the days of thy youth." To children, and most grown people, the other words of this celebrated passage are unintelligible: but the girls seemed to listen to them all with fixed attention. Then followed the beautiful Lord's Prayer, the girls all bowing their heads, and repeating each phrase of the prayer in a low, impressive whisper. Again there was perfect silence. At another wave from the hand of authority, a young lady resumes her place at the piano, and after a brief prelude the whole company break forth into song. They sang with good expression, and the song bursting out so unexpectedly, came near causing the softer-hearted auditors to do something which people seldom like to do in public. The song finished, the serious work of the day began. Only the most advanced classes took part in the exercises; the younger girls, or seven tenths of the whole number, sat behind them, silent spectators of the scene.

The principal teacher waves her hand again, and fifty girls turn on their chairs and face the aisle; a second motion, and they rise; a third, and they face the back of the room; a fourth, and they march

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to the centre and stand in a row, the largest at each end, and the others in the order of their size, the smallest being in the middle; a fifth, and the two tallest girls leave their places and give to each of the class a book. The books are received, and held by every one precisely in the same manner; every movement is made with military simultaneousness and promptitude, but without the fuss and clatter which usually mark military doings. This was a class in reading. Each member of the class read a few lines, and read them as well as girls can read without a scientific training of the vocal organs. The books were then closed, and the "hard words" were "given out" to be spelled and "defined." The spelling was good, but the definitions savored slightly of that bird, so pleasing to ingenious youth, the parrot. Right-about-face, and the class glides away to the music of the piano. Arithmetic next. A child that can add, subtract, multiply, and divide fractions, and understands the reasons for each operation, has broken the backbone of arithmetic, understands arithmetic. The class appeared to have really progressed so far; the bird just named was not once heard during the examination of this class. Another song, and then a class in grammar; parrot, only parrot, and that continually; the examination elicited only a string of definitions, which were given with thoughtless correctness. Then a class in geography, with similar results. A mass of unconnected facts of a geographical nature had certainly been committed to memory; but anything in the way of a geographical *idea*, a geographical *cause*, a geographical *generalization*, we heard no hint of. To know that the St. Lawrence River flows in a north-easterly direction is a small matter; but to know, why it does, *must* flow in that direction, were a very enlightening, and, *therefore*, a very interesting piece of knowledge. The child that possesses it, understands the geography of the country. Then followed the most astounding exhibition of all—a class of little girls *parsing* in Milton's "Paradise Lost!" To comment on their Miltonian performances would be superfluous.

While Milton had the floor, we took occasion to look upon the scene before us with the eyes of Mr. Crandal, The chief duty of a child, thought we, is to grow. Have these children been allowed to perform that duty? Here are a thousand human beings designed to spend the best years of their lives in presiding over the dearest interests of a household. They are suffered to be here for the sole purpose of growing up to that high, that arduous vocation. How were the means here employed adapted to produce the great end designed, that of producing strong, kind, intelligent mothers?

THE BOY AT THE DYKE.

It is said that a little boy in Holland was returning one night from a village, to which he had been sent by his father on an errand, when he noticed the water trickling through a narrow opening in the dyke. He stopped, and thought what the consequence would be if the hole was not closed. He knew, for he had often heard his father tell the sad disasters which had happened from small beginnings; how, in a few hours, the opening would become bigger, and let in the mighty mass of water pressing on the dyke, until the whole defence being washed away, the rolling, dashing, angry waters would sweep on to the next village, destroying life, and property, and everything in their way. Should he run home and alarm the villagers, it would be dark before they could arrive, and the hole even then might be so large as to defy all attempts to close it. Prompted by these thoughts, he seated himself on the bank of the canal, stopped the opening with his hand, and patiently awaited the approach of a villager. But no one came. Hour after hour rolled slowly by, yet there sat the heroic boy, in cold and darkness, shivering, wet, and tired, but stoutly pressing his hand against the dangerous breach. All night he staid at his post. At last morning broke. A clergyman walking up the canal, heard a groan, and looked around to see where it came from. "Why, are you there, my child?" he asked, seeing the boy, and surprised at his strange position. "I am keeping back the water, sir, and saving the village from being drowned," answered the child, with lips so benumbed with cold that he could scarcely speak. The astonished minister relieved the boy. The dyke was closed, and the danger which threatened hundreds of lives was prevented.

Heroic boy! What a noble spirit of self-devotedness he has shown! A heroic boy indeed he was; and what was it that sustained him through that lonesome night? Why, when his teeth chattered, his limbs trembled, and his heart was wrung with anxiety, did he not fly to his safe and warm home? What thought bound him to his seat? Was it not the *responsibility of his position?* Did he not determine to brave all the fatigue, the danger, the cold, the darkness, in thinking what the consequence would be, if he should forsake it? His mind pictured the quiet homes and beautiful farms of the people inundated by the flood of water, and he determined to stay at his post or die.

Now, there is a sense in which every boy and girl occupies a position of far more weighty responsibility than that of the little Hollander, on that dark and lonesome night; for, by the good or bad influence which you do and shall exert, you may be the means of turning a tide of wretchedness and ruin or a pure stream of goodness in the world. GOD has given you somewhere a post of duty to occupy, and you cannot get above or below your obligations to be faithful to it. You are responsible for leaving your work undone, as well as having it badly done. You cannot excuse yourself by saying, "I am nobody—I don't exert any influence;" for there is nobody so mean or obscure that he has not some influence: and you have it whether you will or not, and you are responsible for the consequences of that influence, whatever it is.

THE SEAT OF WAR.

The CRIMEA, on the fall of the Roman Empire, was overrun by hordes of Huns and Scythians, until at length it came under the control of the great warrior Ghonghis Khan, before the prowess of whose arms China, India and Tartary had fallen. On the demise of this warrior his vast empire was dismembered and the Crimea alone remained in possession of his descendants. Between the Czars of Russia on one side, and the Ottoman Porte on the other, the independence of the country became merely nominal. The Crimea appears generally to have leaned towards Turkey, and in the year 1716, the 24th Khan in conjunction with the Turks reduced Peter the Great to the last extremity. The Crimea, however, pleased the Russians well, and in the next war with Turkey, it was invaded and overrun with fire and sword. In 1764 another struggle was made for independence, and the Russians were expelled; but on the death of the Khan, Krim-Guerai, whom the Russians poisoned, the country again became a prey to its old foes, and now having two pretenders to the throne, a civil war was fomented by Potemkin the favourite of the Empress Catherine, and the *protegé* of Russia was eventually placed on the throne. The Crimea was now declared independent but under the protection of Catherine, and thus remained for some years, until the appearance of the famous Elijah Mansour, at the head of his Caucasian warriors, when a bold push was made to recover the Crimea, and man a battle won and lost on both sides, the power of Russia at last prevailing. The patriotic Tartars took to the mountains, and bravely defended each pass and defile, but when forced to the last extremity, a Turkish fleet made its way into the Bay of Yalta and carried them off to Circassia. On the establishment of Russian rule, the rest of their brethren commenced to emigrate from the Crimea, and the number of them now inhabiting that country does not exceed 300,000.

SEBASTOPOL is situated on the south-west extremity of the Crimea, and it is singular that a Frenchman should have been the first to point out to the Empress Catherine its strong military position; and that an Englishman, Major Upton, should have superintended the perfecting of its defences, and that now the respective nations of each should be engaged in levelling the place to the dust. Sebastopol, previous to the arrival of the Russians was called Atkiar, by its Tartar inhabitants; it was Catherine 2nd who gave it its present pompous title. The harbour is one of the finest in the world; the principal one is called the Roads; it extends inland for upwards of four miles, and is so deep that the largest man-of-war can lie within a cable's length of the shore, besides this there are five bays equally commodious, and all lined by a continuation of capes, strong and easily defended, "as if formed by the hand of nature expressly for a naval station."

BALAKLAVA, a corruption of the ancient Bellaclava,—a beautiful gate or opening,—is situated on the south-east of Sebastopol. It possesses a beatiful bay, upwards of a mile in length; the entrance of which will only admit two ships to pass abreast, but the bay itself is deep enough for the largest vessels and safe from every wind. The town is very old, "and might," says Spencer, "almost impress a traveller with the belief that he was contemplating another Pompeii or Herculaneum." Here resided Demetrius, the Greek Prince, and his beautiful daughter Ianthe, at the time the Crimea was conquered for Catherine by the Russians under Prince Potemkin.

INKERMAN, from which the battle of the 5th Novr. receives its name, is a town whose old churches, towers, and battlements, have been hewn out of the solid rock. It is of very ancient date, and is thought to have been founded in the first ages of Christianity, by a colony of Arians.

BAGTCHE—SERAI lies further inland and more northward than any of the places we have noticed. Its name signifies "a palace in a garden," and here the former rulers of the Crimea kept their court. It is the only town in the Crimea to which was conceded the privilege of being exclusively inhabited by the Tartars. It has lost nearly all its ancient magnificence, although the palace of Khans is still preserved, and many bazaars and mosques with their pretty minarets.

SIMFEROPOL lies yet further inland to the north-east of Bagtche-Serai, and is the present capital of the Crimea. The Tartars call it Akmechet (White mosque); it is the most pleasant residence in the entire country. The climate is salubrious, the houses elegant, and the streets and squares spacious. A traveller who paid it a recent visit says,—"it may be called a considerable city, and has all the public establishments necessary to conduct the affairs of an extensive Province.

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EUPATORIA, so named in honor of Mithridates King of the ancient Pontus, is situated on the coast, almost north of Sebastopol. Here large numbers of cattle are brought in to the allies, and they consider the place of such importance that they have commenced to erect fortifications.

PEREKOP is the Isthmus that connects the Crimea with the mainland of Russia. It is about five miles wide; its western shore is washed by the Black sea, an arm of which here runs in eastward, and forms the gulf of Perekop; and on the east by the waters of the sea of Azov which run through a narrow passage, and indenting the north east coast of the Crimea are known as the Putrid Sea. It is over this narrow Isthmus that Russia must now march her reinforcements. A recent writer in the *Times* very sensibly suggests that the allies should at once man this pass, and so "stop the neck of the bottle."

LECTURE ON THE GEOLOGY OF CANADA.

T. S. Hunt, Esq., recently delivered a lecture on the Geology of of Canada, before the St. Patrick's Society of Montreal.

Mr. Hunt remarked: In the west there are no marks of disturbance from the time of the Cambrian upwards; but in the eastern bases there are evidences of great movements between the Lower and Upper Silurian; and again between the Devonian and the Coal, which last has again in its turn, been disturbed. These successive movements have thrown up these formations into a series of mountain ridges which, extending from Gaspé to the S.E, form the great Appallachian chain traceable as far south as Georgia. The rocks thus elevated and contorted are much altered in their texture, and have become crystalline, the fossils being obliterated. Metallic veins are formed in great numbers in these altered rocks, containing gold, silver, copper, lead and zinc. It is the *debris* of these rocks that form the gold-bearing rocks of Eastern Canada, which have been traced by Mr. Logan over 100,000 square miles, and probably extend much further. This gold region has been followed along this mountain chain as far as the Southern United States, where the gold mines exhibit the same conditions as in Canada. The lecturer then remarked that all the explorations up to the present time had gone to shew that with the present high prices of labor in this country, these deposits cannot be economically wrought; althongh it is not impossible that richer mines may be discovered at some future period.

Up to the time of the coal deposit, the lecturer said all the deposits of rocks had been marine; but now the continent offered large tracts of low fertile land. A tropical climate prevailed and favored a luxuriant vegetation of pines, palms and Fern-like plants of gigantic size, whose remains accumulated on the soil where they grew, and were afterwards covered by sand and clay and then slowly consolidated into coal. Mr. Logan had pointed out that in all cases there is a bed called *under clay* by the miners, immediately beneath the coal bed. This is the layer of ancient soil, and contains in great abundance a fossil stigmaria, which is now known to have been the roots of one of the most abundant plants of the time. That deposits of coal do not exist in any inferior rocks was owing to the fact that previous to their epoch, the conditions of the earth's surface were not such as to favor the rich vegetation necessary to form coal; similar conditions however frequently occurred subsequently, and coal deposits of some extent are found in several of the higher rocks. The small amount of vegetable and animal matter in the older rocks has impregnated them with a sort of mineral oil or bitumen, which in the disturbed portions have been distilled by heat, and condensed in an altered form in the services of the overlying strata. Such is the origin of the bituminous matter so much resembling coal in appearance, which has been found at Quebec. Unlike coal, however, it occurs only in veins or fissures where the rocks have been broken in their contortions.

After the coal period, the whole area of Canada seems to have been elevated for a long time above the surface of the ocean, and only to have been submerged at the close of the tertiary epoch. At this time were deposited the clays and sands of the present valley of the St. Lawrence, which extended as far west as the falls of Niagara, and are found at least 500 feet above the present sea level. These deposits contain the remains of fishes, seals, whales and shells of the species which now inhabit the Gulf of St Lawrence. The land was then elevated by slow degrees; and successive terraces along the St. Lawrence, mark the ancient sea margins. With these clays which were deposited in quiet waters, we find great masses of sand, gravel, and boulders, which, coming from the north, are spread over large portions of the country, and indicate great currents, probably accompanied with masses of ice from the polar regions, which have helped to transport the huge boulders. Similar phenomena are found over all the northern hemisphere, and indicate a great cataclysm immediately preceding the present order of things, and probably corresponding with the historic deluge.

MACHINERY THE POWER OF NATIONS.

Many entertain the opinion that the number of inhabitants, the climate, the extent of territory and the natural fruitfulness of the soil, are the exponents of a nation's power. If this were so, those nations would be the most powerful which possessed the greatest number of inhabitants, the largest extent of territory, the finest climate, and the richest soil. But do we find this to be true respecting the nations of the earth? No! Some of the weakest and depressed of them teem with inhabitants, basking under the most serene skies, and walking on the most extensive and beautiful plains. Look at China, at Persia, at some of the Indian kingdoms, in all Africa, Spain in Europe, and Brazil in America, for the proof of this opinion. On the other hand, a virtuous, industrious, and ingenious people will make any country great and powerful. Not without natural resources, to be sure, but what signifies an abundance of natural resources in any country, unless the people develope and apply them. It is, therefore, the genius and industry of the people which constitute the power and wealth of nations.

Take Great Britain at the present moment—because that country presents a prominent example. Its population amounts to about twenty and a half millions, with only two and seven tenths of an acre of land for each, a climate by no means genial, and a soil not productive naturally. It maintains the largest fleets that ever floated on the ocean since the world began, and an army both large and expensive. The annual revenue of the general government amounts in round numbers to about two hundred and fifty millions of dollars, involving a tax of more than twelve dollars for each man, woman and child. Now, if we allow one-fourth of this population—a very fair estimate—as being actual producers, it stands out in bold relief that 5,135,079 pay $250,000,000 taxes every year to the general government, besides supporting all the rest of the population, and paying the great county and municipal taxations of the country. Is not this apparently a wonderful and extraordinary thing in the eyes of men? But this small army of workers cannot perform such wonders; they cannot pay such taxes and support such armaments by the labors of their own hands. How then are these things done? By machinery; in our day that country which employs the greatest amount of machinery in every department of industry is the most powerful. It was calculated about ten years ago that Britain had manufacuring machinery equal to the labour of four hundred millions of men—nearly half the inhabitants of the globe.

This is the secret of her power and ability to raise such extraordinary revenues. The genius and industry of her people have developed her natural resources. And small though she be in extent, the roundelay of her drums beats a morning march all around the globe. Machinery is the foundation on which rests the physical power of modern nations, and multiplicity should be the aim and object of every citizen. New and useful inventions should therefore be fostered and encouraged by all, and inventors amply rewarded, because they are sources of national power.

AN EXQUISITE STORY BY LAMARTINE.

In the tribe of Neggdeh there was a horse whose fame was spread far and near, and a Bedouin of another tribe, by name Daher, desired extremely to possess it. Having offered in vain for it his camels and his whole wealth, he hit at length upon the following device, by which he hoped to gain the object of his desire.

He resolved to stain his face with the juice of an herb, to clothe himself in rags, to tie his legs and neck together so as to appear like a lame beggar. Thus equipped, he went to wait for Naber, the owner of the horse, who he knew was to pass that way. When he saw Naber approaching on his beautiful steed, he cried out in a weak voice,

"I am a poor stranger; for three days I have been unable to move from this point to seek for food. I am dying—help, and Heaven will reward you."

The Bedouin kindly offered to take him upon his horse and carry him home; but the rogue replied, "I cannot rise: I have no strength left."

Naber, touched with pity, dismounted, led his horse to the spot, and with great difficulty set the seeming beggar upon his back. But no sooner did Daher feel himself in the saddle than he set spurs to the horse and galloped off, calling out as he did so, "It is I, Daher: I have got the horse and am off with it!"

Naber called out to him to stop and listen. Certain of not being pursued, he halted at a short distance from Naber, who was armed with a spear.

"You have taken my horse," said Naber; "since Heaven has willed it, I wish you joy with it; but I do conjure you never to tell how you obtained it."

"And why not?" said Daher.

"Because," said the noble Arab, "another man might be really ill, and men would fear to help him. You would be the cause of many refusing to perform an act of charity, for fear of being duped as I have been."

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Struck with shame at these words, Daher was silent for a moment, then springing from the horse, returned it to its owner, embracing him. Naber made him accompany him to his tent, where they spent a few days together and became friends for life.

BE COURTEOUS.

Your little brother has fallen down; stop a moment, help him up, brush off his clothes, and speak a kind word to him. It will not keep you long from your play, and you will be the happier and better for it, besides making your brother happy. Your sister is calling you to come and help her get down the swing from the high branch, where it has got tangled. Go and help her. Both your hearts will grow warmer and kinder toward each other for every little act of kindness bestowed and received; and, above all, speak kindly, politely to each other.

Why should children of the same family indulge in rudeness to each other? Is it of less importance to have the good opinion of those with whom our lives are spent, than of strangers? Shall we be least polite to those we love most?

I have no doubt you love your brothers and sisters better than all the rest of the world besides. Why not take the same trouble to make that love felt, to make it bring forth fruit? When I hear boys and girls harsh and rude to each other, I pity them. They lose the best and purest pleasures of life; and it is painful to see the eldest in a family, instead of being a guide, and instructor, and protector to the younger brothers and sisters, only use his superior age and strength to oppress them.

There was once a lovely little boy, between two and three years old, the pet and plaything of the whole house. No one loved him more than his brother, who was six or eight years the elder. He took great delight in playing with and amusing the little one, and they were for a long time the best of friends.

At length, unfortunately, the elder brother discovered that the younger was very amusing when he was teased; so he teased him whenever he had an opportunity, just for the pleasure of laughing at him. Soon the little brother got to dislike the older one so much that he could not bear to have him come near him. Their mother, who had watched the course of events, now talked seriously to her eldest child, and advised him to try the effect of gentleness and kindness in recovering the affection of his brother. He had the good sense to take this kind advice; and in a short time the most cordial good feeling was again established between them.

Too many children think it is not worth while to be polite to their brothers and sisters. Especially the larger boys think it a mark of manliness to be rude and overbearing to the younger ones. All this is wrong. Almost all the wrangling and ill feeling in families arises from neglect of the simplest rules of politeness. It is so easy to say "I thank you," "If you please," "Will you be so kind?" that it is surprising children will not take the trouble to be polite.

A thousand little heart-burnings and petty disputes, which although they do not seriously disturb the family, are yet the source of much vexation, might be entirely avoided with very little trouble. If children would only think seriously, and resolve earnestly to begin the new year aright, to cultivate for all around them gentle, kindly affections, let their intercourse be marked, not by rudeness and arrogance, but by loving care for others, in honor preferring one another. —*N. Y. Student.*

MORAL HONESTY.

BY MRS. PULLAN.

Shall I offend for ever some of my young friends by repeating to them a caution I once heard an excellent old lady give to a beloved and only daughter? "Above all, my child, be always honest; remember that to 'do justice' is a command which comes before that other, and more favourite one, to 'love mercy.'"

I dare say my countenance showed some of the astonishment I felt at hearing the mother of a most excellent and admirable girl caution her to "be honest;" for the lady, turning to me, said:

"Has it never struck you that there is much less moral honesty in the world than we are apt to think there is?—that we may appear very excellent members of society, and even have the reputation for being charitable, and yet indulge constantly in acts of dishonesty? There is a verse in the Bible which I have often pondered over, because it presents our human nature under an aspect so revolting that very few of us would be inclined to admit it to be a true one, were the authority at all less unquestionable. It is this: 'Rob not the poor, because he is poor.'"

If any of us were accused of such a crime, committed from so despicable a motive, we should indignantly deny its truth on behalf of our whole sex, as well as for ourselves; "to rob the poor, because he is poor," seems an outrage on humanity of which no professing Christian could possibly be guilty. And yet we know that there must be in human nature a tendency to commit this evil; else wherefore should He who knows all hearts have uttered the command, and even enforced it by the assurance of retribution for its violation. "Rob not the poor, because he is poor, neither oppress the afflicted in the gate, for the Lord trieth their cause."

"And yet," I replied, "I hardly see in what way we rob, or even have the power to rob the poor."

"Perhaps not. But if we examine strictly our own conduct, and the motives which have actuated it, I fear very few of us will be able truly to declare themselves innocent of this sin. To rob, in the gross sense of the word, is of course out of the question; but does it not amount to the same thing if we withhold what is justly due—if we pay less than has been honestly earned—if we avail ourselves of any *might* that may be on our side to trample under foot the *rights* of the toiler, and in the emphatic language of Scripture, 'grind the faces of the poor?'"

Such a view of the case startled me into serious reflection, and I came reluctantly to the conclusion that we are indeed but too frequently guilty of what I must term Moral Dishonesty. There is hardly one of us, however moderate her means, who has not occasion to employ the services of others yet humbler than herself. The seamstress, the laundress, the domestic, for instance: all these are people with whose assistance none of us can dispense. Do we never find ourselves calculating on their submitting to take something less than a fair price for their labours, rather than lose their employment? Do we never recommend any one, in something like these words, to a friend, "Oh, she is very poor, and will be glad to take almost anything." Is not this speech, so often and so thoughtlessly uttered, the very embodiment of the spirit denounced when we are forbidden to "rob the poor, because he is poor."

It is not my desire to harrow up the feelings of my readers, or I could give from my own knowledge such scenes of domestic misery, of destroyed health, ruined intellect, suicide, and death from this one cause alone, as would prevent every one of them from ever again committing this species of moral dishonesty. I could show the sick child, the darling of its parent's heart, pining to death for the fresh air which they cannot give it because they cannot "get in those little bills." I could point out the husband who in the prime of life is compelled to leave his young wife and family without a protector, literally worn to the grave by the want of the money owing to him; and that from the very people, probably, who, if he made an urgent appeal to their charitable sympathies, would send him as a free gift far more than they now neglect to pay. I could perhaps lift up the curtain from before a yet darker scene, when a woman, young, gentle, and perhaps delicately nurtured as any of yourselves, is the victim of this heartless cruelty. But I will now leave this part of my subject, convinced that I have said enough to be a caution to all who have fallen into these errors from heedlessness, not intention; and that it is the head rather than the heart which is in fault in the majority of cases I have long been convinced. Your position may be humble, and your present influence small, or they may be very much the reverse; at all events, it is but reasonable to suppose that increasing years will give you a larger sphere of action and greater powers for good or for evil; but whatever your place in society, you have doubtless the wish to do good in it, and rely upon it, in paying your debts promptly, and giving a fair days's wages for an honest day's work, you will do more real benefit to society than you could effect by placing your name on the subscription lists of a dozen charities, if in doing so you neglected the more important duty. Remember, too, it is no longer the fashion to be in debt; the greatest lady in the land, who as woman, wife, and mother, is not less admirable than as Queen, sets an example in this respect that it would be happy indeed if all her subjects imitated. Never will her name be associated with aught but a blessing by those who are happy enough to be employed by her. At fixed and short intervals all her Majesty's accounts are invariably paid, and it is said that the surest mode of incurring her displeasure is to omit sending in the bill at the proper date. What happy augury may we not draw of the character of our future Sovereign from the example he has before him of virtues which have not always graced a throne.

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There is a beautiful saying of the ancients, "De mortuis nil nisi bonum" (Let us say nothing but good of the dead). Pity that we do not adopt the motto with reference to those living dead, the absent. How many a quarrel, how many heart-burnings how much evil would be spared, if we habituated ourselves to speaking no evil of those who are not present to vindicate themselves! It is truly painful to witness the spirit of detraction which frequently pervades the conversation of a group of young ladies. What slighting, sneering expressions are used regarding the persons, minds, and tempers of their absent companions! How every virtue and every beauty is qualified by some fatal "but," which has the effect of at once destroying its excellence! The mere tone of the voice is often sufficient to give the effect of an inuendo to words which in themselves are harmless. "How beautifully Miss S. plays!" "Yes, so she ought; for she spends half her

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time at the piano." "Did you see the exquisite drawings Miss V. brought from school last holidays?" "Yes; they are certainly admirable. I wonder if she could do them as well if the master were not at her elbow." Is there nothing *dishonest* in such speeches? Is there no stealing away of that which is infinitely more valuable than existence itself—the very life of life, our character? Certainly, though it is a crime against Nature to go out of our way to speak evil of the dead, it is not so injurious either to society or to ourselves as it is thus to give way to the propensity for slandering the living. Nor let us flatter ourselves that we injure others only. The injury we do ourselves by giving way to this spirit is incalculable. We cannot indulge ourselves in such speeches without imbibing the spirit of the bitterness which they express; for although people are apt to excuse themselves by saying that they did not mean what they said, it is clear that had those feelings never existed in the heart they could not have found expression on the tongue. Moreover, there is so much self-esteem mingled with all our actions, we so greatly like to be acknowledged *right*, and so little wish to be proved *wrong* in our estimate of others, that having once expressed an opinion adverse to the character of any one, we almost rejoice in anything which may justify that opinion: we feel ourselves bound, in a manner, to maintain our own cause, even at the expense of truth and honesty; and I fear that if we had any proof of the incorrectness of our assertion, we should be inclined to refrain from giving it the same publicity which we did to our former.

Do not imagine that whilst thus avoiding injuring our neighbours we are doing no good to ourselves. If there is one cast of mind more certain to insure happiness than any other, it is that which "thinks no evil," which habitually sees and seeks for the good points of others, and is more bent on seeking their happiness than its own. The bee sucks the honey and rejects the poison presented to it; and it is our wisdom and happiness too to discover all the good we can in those about us, and to reject the evil, while, in contributing as much as we can to the welfare of our family, friends, and country, we acquire, by the very effort to do them good, a deeper interest in their welfare, and a warmer affection for them. So true it is that some of the strongest attachments the world exhibits have arisen from having conferred on another numerous and important benefits. We love those we have aided, more perhaps than they love us,—and such is the constitution of human nature that we may confer kindnesses merely at first from a feeling of benevolence, we may defend the character of an absent person from the abstract sense of justice, but the very act itself will give us warm and kindly feelings to the person we have benefited, until our hearts are interested in their fate, and we continue from affection what we began from duty.

It is one great step gained, then, towards present and future happiness, to consider, in every transaction of life, whether we are acting in the spirit of entire honesty. Are we paying a just price to those we employ? Are we giving in charity whilst we are neglecting the requirements of justice? Are we, by our neglect of little accounts, embarrassing some honest tradesman, whose life depends on our punctuality? Are we, above all, allowing in ourselves a slighting, detracting mode of speaking of others? If so, there is a deficiency of moral honesty in our character which can only be supplied by the closest watchfulness of our every thought, word, and action, aided by earnest prayer to Him who, having commanded us to "do justice," will not leave us unassisted in our endeavours to perform His will.—*The English Governess.*

A GLANCE AT THE HISTORY OF METHOD.

Socrates was not a great geometer, but he gave a method of philosophy which determined the character of the schools of antiquity; and the catechetical form in which he gave his instruction has been distinguished by his name.

Euclid probably never discovered a single proposition of geometry; but he gave us the idea and form of a synthetic method which has shed an effulgence of light on the part of philosophy, and which will endure as long as there is a human soul to think, a science to be cultivated, or a law of nature to be discovered. Bacon made no discovery in mathematics, nor did he add one fact to our stock of physical knowledge; but he effected a greater purpose—he gave us the method of universal philosophy: what the one did for a single department of abstract science, the other achieved for universal knowledge. Newton was a great discoverer in every department of mathematical and physical science, but he also gave us, in his Principia, the embodiment of a synthetic method of teaching mixed mathematics which will probably co-exist with the law of gravitation itself. Archimedes was also a great discoverer, but, in a certain sense, his genius died with him; he did nothing to perpetuate himself, for he had no recognized method, and bequeathed to posterity no creative principle beyond the isolated facts and propositions which he discovered; his mind was essentially individual, and his contempt for concrete science, which his mind was eminently qualified to adorn, caused him to die with the secret of his power.....—*Thomas Tate, F. R. A. S.*

RULE AND ROTE TEACHING.

Mere rules never reach the depths of the soul, and are therefore forgotten as soon as they are out of use; and what is learnt by rote is little better than so much useless lumber in the mind. Rules, in many cases, are not mere negations,—they become positive evils: they rarely, if ever, aid the development of the mind; in many cases they positively retard it. By rules we attain results, without the labor of investigation. There is something soporific in rules,—something which throws an enfeebling languor over the intellectual powers,—something which inflates our vanity, without adding to our self-respect,—something which gives to us the pretensions of the empiric, and the knavery of the juggler. We hold that the Rule and Rote system, as it is followed, is intellectually and morally erroneous.

To the earnest instructors of children we would say: Never teach by rules, when you can teach by principles; never get a child to learn anything by rote, until he understands the subject-matter;—when he understands it, then he will readily learn it by heart and not by rote,—the subject will have penetrated his soul,—he will love it, because it has become a part of himself,—it will be engraven on his mind, as with a pen of iron, and there it will remain, unchanged and unchangeable, for ever.—*Ibid.*

SCHOOL DISCIPLINE.

Fear should never be a ruling principle in a school. No school can be in a healthy condition where the children are governed mainly by the fear of punishment. Fear is an enfeebling passion,—it paralyses the intellect,—it makes boys deceitful, slavish, and hypocritical,—it is the last and lowest motive which can actuate a human being for good. The prison and the gallows are made to frighten wretches, sunk to the lowest depths of moral degradation, from the commission of crime. Punishments may check the progress of vice, but they cannot foster the principle of virtue. Capital punishments, especially when they are numerous and unmerited, betoken a disastrous condition of a state,—they are frequently the hideous forerunners of anarchy, or the fearful epilogues of some national tragedy. So, in like manner, the prevalence of punishments, or a slavish dread of the master, in a school, is a sure indication of mismanagement and instability. That unnatural stillness in a school, which proceeds from fear, is like the deceitful calm which presages the outbreak of the tempest; without the warning of a moment, the pent-up passions may burst away the barriers by which they are restrained.....

The formal rules of a school should be few and well chosen, and their observance should always be promptly enforced. A teacher should never magnify a fault into a crime, nor allow the punishment to exceed the offence. As the possession of natural gifts does not merit reward, so the want of them cannot deserve punishment. Talents should not always be the subject of commendation, nor dulness the object of censure; for a boy may be dull in spite of his application, while another may possess talents without industry.....—*Ibid.*

THE BOY OF GENIUS.

The boy of genius is not inattentive in the ordinary acceptation of the word; for he is occasionally capable of the highest efforts of attention; he sits in a half dreaming mood watching for the moment when a subject suited to his peculiar taste shall present itself; to a common observer he appears dull, but it is the dulness which proceeds from inward thought. His absence of mind is often mistaken for stupidity; and his laconic, yet significant, answers to questions are frequently attributed to a want of a logical concatenation of ideas; but to appreciate him, we should consider what he does not say, not less than what he actually does say. He is a quiet, retiring, reflective, strange boy;—nobody can understand him,—he is always doing what he should not do, and rarely does what he is required to do,—he talks when he should be silent, and loses his power of speech when he has to answer a question: nobody can understand him, because nobody will understand him; but all at once he shews a predilection for some particular study,—nature at length asserts her prerogative.—his winged spirit bursts the walls of its prison-house, and mounts on high into its kindred sphere of thought; now every body understands him,—every body knew perfectly well that his wayward acts were aberrations of genius, and that there could be no mistaking the sovereign stamp which nature had impressed on his brow: poor boy! if you had fallen in taking your ethereal flight, what scorn, what obloquy would have been yours!

It becomes the sacred duty, not less than the high privilege, of the schoolmaster of the poor to foster and protect the boy of genius, struggling amid the pressure of indigence and persecution. When his heart is about to sink under the conflict, let him be told of the triumphs of those kindred spirits who had gone before him; Thomas Simpson, who studied mathematics at the loom,—Hugh Miller, who mused on geology when he was hewing stones,—Michael Faraday, who made chemical experiments when he was a journeyman book-binder,—Ferguson, who watched the stars as he tended his flocks,—Gifford, who studied Latin when he was making shoes,—Peter Nicholson, who wrote

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his work on carpentry when he was at the bench,—Robert Burns, who carolled his sweetest songs as he followed the plough,—Benjamin Franklin, who drew the lightening from the clouds when he kept a printer's shop.....*Ibid.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Sir Allan McNab has introduced a bill for the establishment of a College in the City of Hamilton. No university powers are proposed to be conferred upon the college; its students may, therefore, graduate at the Toronto University, or any other College in Canada possessed of University privileges.....The examination for the past session of Queen's College, Kingston, held on 25th and 26th ult., gave great satisfaction to the Kingstonians.—The degree of Bachelor of Arts was conferred on eleven gentlemen and the students generally, from all parts of Canada bore testimony by their intellectual development, of benefits derived from their attendance.....At the recent examination of the St. Catherine's Grammar School, seventy-seven prizes were awarded.....The Rev. Superintendent of Public Schools in Nova Scotia visited the Normal School and Educational Department in Toronto lately....A Teachers' Association has recently been formed in the Town and Township of Brantford. A similar association has also been formed in the City of Hamilton.....A present of a beautiful Bible and Hymn Book was recently presented to the Rev. James Baird, of Port Hope, by his pupils.....A valuable site for a central school-house has been secured in Guelph, by the consent of the rate-payers at a special meeting called for that purpose. A large building will be rented in the mean time to test the advantages of the central school plan.....At the convocation of McGill College, Montreal, held on the 3rd inst., the honorary degree of M. A. was conferred upon Professor Howe; Mr. E. J. Hemmony also received the degree of B.C.L., and ten persons the degree of M.D.

PARLIAMENTARY AID TO EDUCATION IN CANADA.

In the estimates lately laid before the House of Assembly, are the following items:

Additional for Common Schools, U. & Lower Canada	£25,000	0	0
Grammar Schools, U. C.....	2,100	0	0
Aid to the Upper Canada College	1,111	2	2
Aid to the Victoria College	750	0	0
Aid to the Queen's College	750	0	0
Aid to the Regiopolis College	750	0	0
Aid to St. Michael's College, Toronto.....	350	0	0
Aid to the Episcopal Methodist College, Belleville	500	0	0
Aid to the Nautical College, Quebec.....	1,220	0	0
Aid to the Medical Faculty of McGill College	250	0	0
Aid to the School of Medicine at Montreal...	250	0	0
Aid to the School of Medicine at Kingston.....	250	0	0
Various Colleges, Academies, &c., in L. C., £20,601. Less from Jesuit's Estates and Common School Fund of Lower Canada, £16,040.....	4,861	0	0
Mechanics' Institutes and kindred Institutions in U. & L. C.	4,280	0	0

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

A Parliamentary paper has been issued, containing an estimate of the sums required to be voted for the year ending 31st of March, 1856, for public education in Great Britain. The estimate to be moved on the re-assembling of the House of Commons for the currrent year is £381,921, of which £70,000 is required for building, &c., elementary and normal schools; £4,000 for books in elementary schools; £145,000 for pupil-teachers and gratuities to their instructors. Sums are required for training-schools. In London the salaries of the establishment amount to £9,431. The secretary has £1,000, and an advising counsel £300. The cost of inspection is no less than £31,940 in the year. There are forty-one inspectors, at from £200 to £600 a year....The Council of University College, London, at a late session, appointed to the Professorship of the Arabic in the College Dr. W. Wright, of Edinburgh, editor of the *Travels of Ibn Jubair*, in Arabic. Applications for the Professorship of Hindostanee were reserved for further consideration. Leave of absence for a year was granted to Professor Parkes, M.D., nominated as superintendent of a civil hospital about to be established near Constantinople by the Government. Offers were received from the Baron de Goldsmid of prizes of £25 each for the session of 1856 for each of the four following classes—geology, Hebrew, civil engineering, and analytical chemistry; and of the sum of £300 for the Hospital, conditional on the dinner collection, then amounting to £1,400, being raised to £1,700 by other contributions....For all the sixty millions of Russian subjects, there are but six universities established throughout the empire (Poland excluded); at Petersburg, Moscow, Charkow, Kasan, Kiew, and Dorpat; and the number of students receiving a higher education, all over the empire, amounted, in 1853, to 3,443; the number of professors and officials at the universities amounting to 530, or one professor to every six students, and one student in 17,000 inhabitants. Moscow had 975 students; Dorpat, 634; Kiew, 606; Charkow, 475; Petersburgh, 383; and Kasan, 370. Besides, there were in the pedagogic institution of Petersburgh, 124 students; in the Lyceum Richelieu, at Odessa, 197; in the Lyceum Demidoff, at Jaroslaw, 121; and at the Lyceum of Prince Besborodko, at Njeshin, 82. Such is the higher education of Russia.

CHURCH EDUCATION SOCIETY, IRELAND.

"The number of schools in connection with the society for the year ending the 31st of December, 1854, has been 1,860, and of scholars enrolled in them 95,483, which number may be thus represented according to their denominations:—

Members of the established Church.....	60,546
Protestant Dissenters.....	16,064
Roman Catholics.....	18,483

Hence it appears that a decrease of 3,751 has taken place since 1853 in the number of children in our schools, but as the diminished attendance is observable chiefly among Roman Catholics, it is easily explained. Many, for instance, we believe, so designated in former years have since become Protestants. Again, in consequence of the transference of some of the schools in the west to the Society for Irish Church Missions, your society has lost the credit of the names of the schools, and the number of the children, though the general cause of scriptural education has in no wise been affected. The continued emigration, moreover, of the Romish population has in the south and west especially, greatly reduced our annual returns. But if to the above facts we add the considerations that the hostility of the Romish priesthood is notoriously more and more systematic, violent, and unscrupulous, and the decrease in the "cotter class" in many places forces the parents to take their children from school and send them into the fields to labor, the wonder is that nearly 19,000 Roman Catholics are still on the rolls of our society." With respect to the financial condition of the society, it is stated that—"The total income for the past year amounts to £44,528 11s. 8d., which indicates that the receipts of the past year appear to exceed those of 1853 by £258 1s. 2d. But it must be remarked that there is no real increase in our income, because the overplus has been caused by our having sold out a small portion of our funded property to meet our engagements. There is, consequently, rather a decrease than an augmentation in our resources for the year. The diminution is doubtless attributable to the general pressure on the resources of the community, in consequence of the war in which we are engaged; while it is observable that it is in the item of remittances from England, through the London Hibernian Society, we find the falling off; the sum transmitted by that society being £2,259 less in the year 1854 than in 1853.—*Times.*

THE EDUCATIONAL QUESTION IN ENGLAND.

The question of education is, year after year, exciting greater attention in this country, and its immense importance becoming better understood. The great difficulty has been and *is* the religious view. One party—the great Church and State connection—are for blending religious with secular instruction, and repudiate all public instruction at public expense that does not submit to the control of the Church and use the Bible and the Church catechism. Rather than give up this principle, its advocates seem to prefer that children should be brought up in entire ignorance. Another party are all for secular instruction and for excluding religious instruction from the schools, unless at stated hours, each denomination by themselves, and by a minister approved by the parents. Another party contend that the voluntary system is quite sufficient, and that any compulsory tax for the support of schools, or indeed any support from national funds, is unnecessary and unjust. Now there can be no doubt this latter is in great minority, but the difficulty has been how or in what way to adjust the religious question—how to please one party without giving offense to the other, and hence render legislation impossible. For some years a sum not less than $1.500,000 has been administered and distributed under the direction of a Committee of Privy Council, a tribunal responsible directly to the country; but we are in expectation of a speedy remedy. It is indeed certain that at no distant date a distinct department of public instruction will be created and a responsible

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executive placed at its head. At the present moment there are no fewer than four distinct measures, dissimilar, and in some respects rival, in their character, under the consideration of Parliament. 1. There is the Bill of Lord John Russell, permissive in its character, allowing towns and parishes the liberty—if they think fit—to tax themselves in an amount not exceeding sixpence in the pound, or say twelve cents. for every five dollars annual value of their properties or incomes, and conferring certain privileges of support from the national funds, on complying with certain formularies, the principle of which is government inspection. It is generally feared that this measure is so tolerant in its nature as to please nobody. 2. The next is the Bill of Sir John Packington, nearly as liberal, but the conditions somewhat modified. Sir John proposes to divest his measure of the exclusive control of the Church. The Bible is to be read in the schools, certain hours to be devoted to religious instruction, but attendance during these hours not compulsory—the schools to be supported by public rates, to be under government inspection, and open to all denominations. 3. There is, thirdly, a bill in favor of the exclusive secular system, introduced by Mr. Milner Gibson. 4. The fourth bill relates exclusively to Scotland. It is proposed the control of the schools shall no longer exclusively be in the hands of the Established Church. It is to be shared by the Free Church, and other leading Christian denominations, the Bible and catechism to be used, the schools to be under government inspection, and the emoluments of the schoolmasters to be increased with retiring allowances when incapacitated by age. There is every probability of this measure, with trivial alterations, becoming a law; and there are well-grounded hopes that compromises will at last be listened to, and either the bill of Lord John Russell or Sir John Packington, or perhaps something like an amalgamation of the two, will be carried for England. The need for such measures is urgent in the extreme, for the amount of gross ignorance, the multitudes of people in this country arrived at man's and woman's estate, destitute of even the simplest elementary instruction, is absolutely appalling. No wonder at the extent and prevalence of intemperance among us.—*Correspondent of a New York paper.*

SCOTCH EDUCATION BILL.

The bill to provide for the education of the people in Scotland, prepared and brought in by the Lord Advocate, Lord Palmerston, and Sir George Grey, contains 47 clauses. It provides for the establishment of a Board of Education for Scotland. To consist of a person to be appointed by the Queen as permanent chairman of the Board, the Lord Advocate and Solicitor General for Scotland, four persons to be elected by the Scotch Universities, and five more persons to be appointed by the Queen, the President of the Educational Institute of Scotland, and the Lords Provost of the cities of Edinburgh, Glasgow, Perth, and Aberdeen. The chairman is to receive a salary of £600, and to be, together with the other five persons, removable by Her Majesty. The Board is to meet at Edinburgh, and will exercise a general superintendence over all the parochial and public schools of Scotland, and make regulations for carrying out the act. Ten inspectors of schools are to be appointed by Her Majesty on the recommendation of the Committee of Council. As soon after the passing of the act as convenient, Scotland is to be apportioned by the board into a certain number of educational districts, to be placed under the charge of the inspectors. These officials are to be subject to the control and direction of the Board of Education, their duties, being, of course, to visit and inspect the parish and public schools, to examine all candidates for the office of schoolmaster, and to make an annual report to the Board, which in its turn, will make a report to the Committee of Council. The salary of parochial schoolmasters is to be at least £50 per annum, whereof £16 will be paid out of the funds to be voted by Parliament for educational purposes in Scotland. The salary of the master of side-schools to be from £20 to £34 per annum. A retiring allowance of £25 is provided for retiring or infirm masters. The minister and heritors of parishes are to form the committees of parish schools as heretofore. Parochial schoolmasters, on being elected by the committees, must not be inducted till examined by the inspector and approved by the Board of Education. Tests are abolished. Parish Schools may be converted into public schools at the instance of the heritors, and the ratepayers may assess themselves for the purpose of maintaining them. The Board is also empowered, on the report of their inspector, to direct the sheriff to call a meeting of the ratepayers for the purpose of providing a public school where the parochial one is inadequate. The committee of public schools to consist of a certain number of the heritors and ratepayers. Public schools may also be founded in burghs, the town council to be the committee. The cost of public school buildings is to be defrayed, in the first instance, by the Committee of Council. The salary of public schoolmasters is to be £50; one-half to be paid by the Committee of Council, and the other half by the ratepayers. These school-masters will be examined by the inspectors.—Religious instruction will be given in parochial and public schools; but no children will be bound to attend if their parents object. Parents may visit the schools. Public schoolmasters will be removable by the board, and the election of the master and all matters pertaining to the general management of the school will be vested in the school committee. The Board of Education may aid industrial and reformatory schools out of the funds to be raised by general assessment. Not more than one half-penny in the pound per annum is to be levied upon ratepayers for industrial and reformatory schools; questions as to the constitution of school committees, &c., are to be settled by the Board, or by the Committee of Council, without appeal.—*Times.*

UNITED STATES.

MONTHLY SUMMARY.

The public schools of Boston are attended by about 20,000 pupils, at an annual expense of $208,325 55. The private schools report 1,549 pupils, whose instruction was set down to $97,000. The total population of Boston is 136,881, of which 24,204 are between the ages of five and fifteen, and the average daily attendance is nearly 19,000. The whole number of public schools is 218, for which there are 405 teachers. The male teachers receive on an average $1,284 per annum. The female teachers $324....The Massachusetts Legislature recently appropriated the sum of $50,000 towards the support of a nautical school. The institution will be on board a ship, and will be sent to sea....In the town of Ashfield, Massachusetts, two ladies, Miss Lydia Hall and Miss Marietta Patrick, have been elected school trustees. ...The whole amount paid by N. Y. City in 1854-5 for educational purposes was $776,978 38; of which sum $232,859 12 was for school-house accommodations. The number of public schools is 262; and the whole number of children registered last year was 146,450; though the average attendance was but little more than one-third of this number, viz.: 51,567. The schools are absolutely free to all except colored children; even books being furnished gratuitously. The system of public instruction embraces primary schools, in which children are taught the alphabet, and upward in the elements of education, until they are qualified to enter the grammar schools, where they are exercised in the elementary knowledge already acquired, and are also taught grammar, the natural sciences, history, book-keeping, composition, &c. From these schools pupils can go, if able to pass a close examination, to the free academy, which is the head of the public school system, where a more thorough and valuable education may be obtained than is secured by attendance on many of the colleges and universities of the country. And here too, everything is gratuitous, even to books, stationery, drawing materials, and mathematical instruments.....According to Dr. Grimshaw, of 372 convicts in the Auburn State prison, 517 were never instructed in any trade or calling whereby to earn a subsistence. Of 649 males at the Sing Sing prison, 487 have never been taught a trade; 60 could not read, and 149 could read but very indifferently. The number of convicts tried in the Courts of Record in New York State, from 1840 to 1848 inclusive, amounted to 27,949; and of this aggregate 26,225 had received no education whatsoever. Of 276 convicts in the Ohio Penitentiary, nearly all were below mediocrity, and scarcely able to transact the ordinary business of life....The Grand Lodge of Odd Fellows, of Virginia, has adopted the Martha Washinghton Female College, at Abingdon, and will take measures to insure its completion. It is contemplated to make such arrangements as will insure to the indigent daughters of every deceased Odd Fellow the benefit of a good education.

Literary and Scientific Intelligence.

THE NIAGARA FALLS IN WINTER.

We have before spoken of the peculiarly grand and imposing aspect of this great wonder of nature in mid-winter. The Lockport Courier has the following article, which we especially commend to all lovers of the picturesque:—The sight that awaits the visitors to the great cataract at this time is indescribably grand and imposing. Nature seldom takes such queer fantastic freaks as she has done this season, and those who have witnessed her singular and unique doings will never forget the sublime spectacle. The long protracted cold weather has solidified every particle of Niagara River,

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which has diverged from the main current, and has even made serious and astonishing inroads upon that. The spray as it flies through the air becomes congealed and falls upon the snowy shore in infinitesimal icicles, or lodging upon the limbs of trees, clothes them with glistening robes of white, which makes them look like so many images of Grecian statuary. Below the Falls huge mountains of ice have formed, which daily rise in proportions, and which threaten to hide entirely from view the Falls themselves. At the head of Goat Island, the Rapids, which separate it from the "Three Sisters," are bridged over by the ice, and over the spot where usually runs a fierce and irresistible current, men and women walk in perfect security. The formation of ice has turned most of the water into the main channel, rendering what is left perfectly harmless. To see the Falls as they are now clothed in a clear day, when the innumerable icy spars and prisms, reflect back with dazzling brilliance the sun's rays, is a rare and felicitous treat. Many of our citizens have improved the opportunity now afforded, which they will never regret. As long as the present weather continues there will be no changes in the appearance of the Falls.

The name Niagara is a contracted form of the Iroquois name *Oniagarah;* or, as it was sometimes written in old authors, *Oghniaga* and *Oneagorah. Ak*, in the Iroquois, denotes "an upright rock;" *ara*, a "path at a gorge."

THE ELECTRIC LIGHT.

A practical application of this mode of obtaining artificial light was recently made in London, at night, for the purpose of ascertaining whether by its means work can be carried on under circumstances in which other artificial light is not available. The scene of application was at the Surrey side of Westminster-bridge. The apparatus was placed on the shore, at seventy or eighty feet distance, on a stage on which were a number of workmen. The light proceeds from an electric spark, which is continually maintained. Behind the spark was a reflector. A strong light was shed upon the stage, and the workmen proceeded with their labour apparently with as great facility as if they were working during sunshine. It was in character somewhat resembling moonlight, but very much stronger. It can be put out and re-illuminated in a moment. The quantity of light afforded, as ascertained by the photometer, it was stated was equal to that of seventy-two ordinary gas argand burners. The light has been tried many times before and with success, but the grand obstacle to its use has been the great cost of the material which formed what may not inappropriately be termed the fuel required to keep up the electricity. This obstacle, however, has been removed by the discovery that the material while employed in producing the light, can be converted into pigments of so great a commercial value that the cost of light is absolutely nothing.

PRINCIPAL FALLS AND RAPIDS IN THE UNITED STATES AND CANADA.

	Feet high.
American, Snake river, Oregon	
Austin stream, river same name, Maine	100
Au Sable, " " New York	140
Baker's, Hudson river, New York	70
Bellows, Connecticut river, N. H. and Vt.	40
Berlin, Androscoggin river, New Hampshire	90
Carp river, Michigan	200
Carthage, Genesee river, New York	75
Catskill, or Katorskill, New York	175
Chattahooche, river same name, Georgia	110
Chaudiere, Ottawa river, Canada West	60
Chaudiere, river same name, Canada East	130
Clifton, Little Miami river, Ohio	50
Cohoes, Mohawk river, New York	70
Dead river, Michigan	96
Fall creek, New York	105
Genesee, or High, New York	96
Glen's, Hudson river, New York	60
Great, Missouri river, Nebraska	88
Hadley's, Hudson river, New York	60
High, Black river, New York	63
Hoosick, river same name, New York	40
Housatonic, " " Connecticut	60
Lewiston, Androscoggin river, Maine	100
Little, Mohawk river, New York	42
Lodi, or Silver Thread, New York	125
Lorette, Canada	50
Luzerne, Hudson river, New York	25
Montmorenci, Canada	200
Niagara:—	
Horse Shoe, New York and Canada	160
American, New York	164
Passaic, New Jersey	70
Portage, Genesee river, New York	100
Potomac, Virginia	76
Pusambio, Canada	100
Richelieu, Canada	74
Rideau, Canada	84
Rumford	75
St. John's, New Brunswick	125
St. Lawrence:—	
Galops, New York and Canada	7
Rapid Plat, "	12
Long Sault, "	48
Coteau, Canada / Cedars, " / Cascade, "	83
La Chine, Canada	44
Saco, or Great, Maine	72
Shawanagenne, St. Maurice river, Canada	200
Shelburne, Deerfield river, Massachusetts	70
Taghcanick, New York	200
Tallulah and Rapids, Georgia	350
Ticonderoga, New York:—	
Upper	100
Lower	30
Torkoa, Georgia	185
Trenton, New York:—	
High	100
Sherman's	40
Conrad's	20
Upper	20
Wilberforce, Hood's river, H. B. Com. Ter	160
Williamette, Oregon	40

NOTE.—The above comprises all the principal Falls known to exist in the United States or Canada worthy of the tourist's notice, being prepared for a forthcoming work to be entitled the "Springs and Waterfalls of America."

PUBLIC LIBRARY NOTICE.

To Municipal and School Corporations in Upper Canada.

Until further notice, the undersigned will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

E. RYERSON.

EDUCATION OFFICE,
Toronto, 1st February, 1855.

*** In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper.

NOTICE.

TO THE TEACHERS OF WENTWORTH AND HALTON.

MOVED by Mr. Sangster, seconded by Mr. Kelly, and Resolved,—That the Common School Teachers of the City of Hamilton having, some time ago, formed themselves into an association for the purpose of mutual improvement and the discussion of the General Principles of Education, and being sensible of the advantages attendant on their semi-monthly meetings, do hereby respectfully invite their fellow-Teachers in the neighbouring Counties, to meet with them in the Central School, Hamilton, on Saturday, the 9th June, 1855, at 2 o'clock, P. M., for the purpose of organizing and establishing a Teacher's Institute. Teachers going to and returning from this Convention will be carried at half fare on the Great Western Railroad, on exhibiting their certificates of qualification.

P. S.—Several leading Educators have been invited, and are expected to be in attendance.

ALEX. R. STRACHAN,
Hamilton, 12th May, 1855. *President.*

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☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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CONTENTS OF THIS NUMBER.

	PAGE
I. Lord Elgin's Report on Education in Canada	81
II. The Roman Catholic Separate School Act of 1855	84
III. The Grammar and Common School Improvement Act of 1855	86
IV. MISCELLANEOUS.—1. The Island of Anticosti. 2. The late Eruption of Vesuvius	87
V. EDITORIAL.—Circulars from the Chief Superintendent: 1. To Local Superintendents. 2. To Trustees of Roman Catholic Separate Schools.—3. Apportionment of the Legislative School Grant for 1855. 4. Provincial Certificates granted by the Chief Superintendent, April, 1855	88
VI. List of Text Books prescribed for use in Grammar Schools, and other Schools requisites	92
VII. EDUCATIONAL INTELLIGENCE.—1. Canada Monthly Summary. 2. British and Foreign School Society. 3. Ragged Schools. 4. Public Education in Great Britain. 5. Non-Sectarian Education in Scotland. 6. United States Intelligence	94
VIII. LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Report of Judges on Prize Essays in Canada	95
IX. Public Library Notice, and Maps and Apparatus Notice	96

LORD ELGIN'S REPORT TO THE IMPERIAL GOVERNMENT ON THE STATE OF ELEMENTARY EDUCATION IN CANADA.

From an admirable and comprehensive report, addressed to the Colonial Secretary by the Earl of Elgin in December last, on the state of the Province, we select those portions relating to the progress of education. His Excellency did not, in his report, confine himself to a mere expression of opinion upon a few leading topics, but has with great skill constructed a valuable statistical paper for future reference relating to the state and progress of Canada during his administration of its affairs. His remarks and statistics extend to a period of seven years, (from 1847 to 1854), and relate to our commercial transactions: imports and exports, shipping, revenue and expenditure, emigration, public lands, municipalities, railways, education, Indian tribes, fisheries, defences, and general system of government. In regard to the progress of education in Upper Canada, Lord Elgin remarks:—

I extract from a general statistical abstract compiled from returns in the educational department for Upper Canada, some interesting details with respect to the comparative state of education in Upper Canada in the years from 1847 to 1853, inclusive. In the former of these years the normal school, which may be considered the foundation of the system, was instituted, and at the close of the latter, the first volume issued from the educational department to the public school libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces a new era in the commercial history of the province; so may it I think be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I must beg leave to say a few words upon it before proceeding to other matters. In order to prevent misapprehension, however, I may observe that the term school libraries does not imply that the libraries in question are specially designed for the benefit of common school pupils. They are in point of fact, public libraries intended for the use of the general population; and they are entitled school libraries because their establishment has been provided for in the School Acts, and their management confided to the school authorities.

Public school libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some states of the neighbouring Union, and many of the most valuable features of the Canadian system have been borrowed from them. In most of the states, however, which have appropriated funds for library purposes, the selection of the books has been left to the trustees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling pedlars, who offer the most showy books at the lowest prices, have had the principal share in furnishing the libraries. In introducing the system into Canada, precautions have been taken, which I trust, will have the effect of obviating this great evil.

In the School Act of 1850, which first set apart a sum of money for the establishment and support of school libraries, it is declared to be the duty of the chief superintendent of education to apportion the sum granted for this purpose by the legislature under the following condition, "That no aid should be given towards the establishment and support of any school library unless an equal amount be contributed or expended from local sources for the same object;" and the council of public instruction is required to examine, and at its discretion to recommend or disapprove of text books for the use of schools or books for school libraries. "Provided that no portion of the legislative school grant shall be applied in aid of any school in which any book is used that has been disapproved of by the council, and public notice given of such disapproval."

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The council of public instruction in the discharge of the responsibility thus imposed upon it, has adopted, among the general regulations for the establishment and management of public school libraries in Upper Canada, the following rule:—"In order to prevent the introduction of improper books into libraries, it is required that no books shall be admitted into any public school library established under these regulations, which is not included in the catalogue of public school library books prepared according to law;" and the principles by which it has been guided in performing the task of selecting books for these libraries, are stated in the following extract from the minutes of its proceedings:

"1. The council regards it as imperative that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion should be admitted into the libraries.

"2. Nor is it in the opinion of the council compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

"3. In regard to works on ecclesiastical history, the council agree on a selection of the most approved works on each side.

"4. With these exceptions and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading in the various departments of human knowledge; leaving each municipality to consult its own taste, and exercise its own discretion in selecting such books from the general catalogue.

"5. The including of any books in the general catalogue is not to be understood as the expression of any opinion by the council in regard to any sentiments inculcated or combated in such books; but merely as an acquiescence on the part of the council in the purchase of such by any municipality, should it think proper to do so.

"6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year as circumstances may suggest, and as suitable new works of value may appear."

The catalogue above referred to, and of which I enclose a copy, affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the council of public instruction. The chief superintendent observes, that in the case of the libraries established up to the present time, the local authorities have in a large number of instances assigned the task of selecting books to the chief superintendent; that in some they have by a committee of one or more of themselves, chosen all the books desired by them, and that in others they have selected them to the amount of their own appropriation, requesting the chief superintendent to choose the remainder to the amount of the apportionment of the library grant. The chief superintendent recommends the last as a preferable mode. The total number of volumes issued from the educational department to public libraries in Upper Canada from November 1853, when the issue commenced, to the end of August last, was 62,866.

The system of public instruction in Upper Canada is ingrafted upon the municipal institutions of the province, to which an organization very complete in its details, and admirably adapted to develop the resources, confirm the credit, and promote the moral and social interests of a young country, was imparted by an act passed in 1849. The law by which the common schools are regulated was enacted in 1850, and it embraces all the modifications and improvements suggested by experience in the provisions of the several school acts passed subsequently to 1841, when the important principle of granting money to each county, on condition that an equal amount were raised within it by local assessment, was first introduced into the statute book.

The development of individual self-reliance and local exertion, under the superintendence of a central authority exercising an influence almost exclusively moral, is the ruling principle of the system. Accordingly, it rests with the freeholders and householders of each school section to decide whether they will support their school by voluntary subscription, by rate bill for each pupil attending the school (which must not, however, exceed one shilling per month), or by rates on property. The trustees elected by the same freeholders and householders are required to determine the amount to be raised within their respective school sections for all school purposes whatsoever, to hire teachers from among persons holding legal certificates of qualification, and to agree with them as to salary. On the local superintendents appointed by the county councils is devolved the duty of apportioning the legislative grant among the school sections within the county, of inspecting the schools, and reporting upon them to the chief superintendent. The county boards of public instruction, composed of the local superintendent or superintendents and the trustees of the county grammar school, examine candidates for the office of teacher, and give certificates of qualification, which are valid for the county; the chief superintendent giving certificates to normal school pupils, which are valid for the province; while the chief superintendent, who holds his appointment from the Crown, aided, in specified cases, by the council of public instruction, has under his especial charge the normal and the model schools, besides exercising a general control over the whole system,—duties most efficiently performed by the able head of the department, Dr. Ryerson, to whom the inhabitants of Upper Canada are mainly indebted for the system of public instruction which is now in such successful operation among them.

The question of religious instruction, as connected with the common school system, presented even more than ordinary difficulty in a community where there is so much diversity of public opinion on religious subjects, and where all denominations are in the eye of the law, on a footing of entire equality. It is laid down as a fundamental principle that, as the common schools are not boarding but day schools, and as the pupils are under the care of their parents and guardians during the Sunday and a considerable portion of each week-day, it is not intended that the functions of the common school teacher should supersede those of the parent and pastor of the child. Accordingly, the law contents itself with providing on this head, "that in any model or common school established under this act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion which shall be objected to by his or her parents or guardians. Provided always, that within this limitation pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to general regulations which shall be provided according to law;" and it authorizes, under certain regulations, the establishment of a separate school for Protestants or Roman Catholics, as the case may be, when the teacher of the common school is of the opposite persuasion.

The council of public instruction urges the inculcation of the principles of religion and morality upon all the pupils in the schools and prescribes the following regulation upon the subject:—"The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the trustees and the teacher, and it shall be a matter of mutual voluntary arrangement between the teacher and the parent and the parent and guardian of each pupil, as to whether he shall hear such pupil recite from the scripture or catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian. Such recitations, however, are not to interfere with the regular exercises of the school."

As a further security that these principles will be adhered to, clergymen recognized by law, of whatever denomination, are made ex-officio visitors of the schools in townships, cities, towns, or villages, where they reside, or have pastoral charge; and the chief superintendent remarks on this head, "The clergy of the country have access to each of its schools, and we know of no instance in which the school has been made the place of religious discord, but many instances, especially on

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occasions of quarterly public examinations, in which the school has witnessed the assemblage and friendly intercourse of clergy of various religious persuasions, and thus become the radiating centre of a spirit of Christian charity and potent co-operation in the primary work of a people's civilization and happiness." He adds, with reference to the subject generally, "The more carefully the question of religion, in connection with a system of common schools, is examined, the more clearly I think it will appear that it has been left where it properly belongs,—with the local school municipalities, parents, and managers of schools—the government protecting the right of each parent and child, but beyond this, and beyond the principles and duties of morality common to all classes, neither compelling nor prohibiting; recognizing the duties of pastors and parents as well as of school trustees and teachers, and considering the united labours of all as constituting the system of education for the youth of the country."

The pupils attending the normal school are necessarily brought from their homes to Toronto, where that institution is situated, and, consequently, withdrawn from the care of their natural protectors. In accordance with the principles above laid down, the school authorities themselves are, therefore, bound to exercise in their case a closer surveillance over their religious and moral training. The following are among the rules prescribed by the council of public instruction for the normal school:—

"The teachers in training shall board and lodge in the city, in such houses, and under such regulations as are approved of by the council of public instruction.

"Each teacher in training is required, every Friday afternoon, from three to four o'clock, punctually to attend the classes for separate religious instruction by the clergyman of the religious persuasion to which he or she respectively belongs. Any students absenting themselves from such exercises will be required to forward a written explanation of such absence.

"The teachers in training are expected to lead orderly and regular lives, to be in their respective lodgings every night before half-past nine p. m., and to attend their respective places of worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the chief superintendent of schools."

I visited the normal school in the course of a tour which I recently made through the western section of the province, and the address presented to me on that occasion by the council of public instruction, contains information of so much interest, that I venture to append an extract from it.

"After an interval of three years, we, the members of the council of public instruction for Upper Canada, have great pleasure in again meeting your Excellency.

"We cordially welcome your Excellency on this your first visit to an institution, the erection of which was commenced under your Excellency's auspices.

"On the occasion of the interesting ceremony performed by your Excellency in laying the chief corner stone of the edifice in which we are now assembled, we adverted to the noble and patriotic objects contemplated by the legislature on its establishment. These objects have been kept steadily and anxiously in view, and we have now much satisfaction in presenting your Excellency with some statistics of the results.

"Since the establishment of the normal school in the autumn of 1847—1,456 candidates for admission have presented themselves, of whom 1,264, after due examination, have been received; of these, about 150 have been carefully trained each year, and sent to different parts of Western Canada. That they have been eminently successful in teaching the youth of the country, and elevating the character of our common schools, we have been repeatedly assured, and the great and increasing demand for trained teachers stimulates us to further exertions to increase the number of these meritorious and valuable public servants.

"The liberality of the legislature in recently providing a fund of £500 per annum towards the relief of superannuated or worn out teachers, the council cannot but believe will prove a strong ground of encouragement to many to enter a profession hitherto but ill requited, while it cannot fail to provoke increased zeal and exertions on the part of those already engaged therein.

"It will be gratifying to your Excellency to learn that the system of establishing free public libraries throughout Upper Canada has been put into successful operation during 1853 and 1854. Since December of last year nearly 75,000 volumes of books, embracing the more important departments of human knowledge, have been circulated through the agency of the township municipalities and school corporation, from which the council anticipate the most salutary results.

"As an illustration of the cordial co-operation of the people in promoting the system of public education established by the legislature, we are rejoiced to add that the very large sum of *half a million* of dollars was last year raised by their free action to promote this object, exclusive of legislative aid.

"These facts we are assured will be no less gratifying to your Excellency than they are cheering to ourselves, and worthy of the people of Upper Canada; and we hope that, in the course of a few years, when the grammar schools have been effectually incorporated with our educational system, the general results of our operations will not be less satisfactory."

The total number of teachers employed in the common schools in Upper Canada in 1852 is stated at 3,258; male, 2,451; female, 807.

The total number of common schools reported for that year was 2,914, and of separate schools 18, of which 3 were Protestant, 13 Roman Catholic and 2 coloured schools.

On a comparison of the educational condition of Upper Canada in the years 1847 and 1853, the following results are arrived at:

Population between the ages of 5 and 16:—

1847		230,975
1853		268,957
Total common schools	1847	2,727
	1853	3,127
Total pupils attending do.	1847	124,829
	1853	194,736

Total students and pupils attending universities, colleges, academies, grammar, private and common schools:—

1847	131,360
1853	203,896

Total amount available for common school teachers' salaries:

	£	s.	d.
1847	68,780	0	0
1853	106,881	7	5

Total amount available for teachers' salaries, school-houses, libraries, apparatus:—

	£	s.	d.
1847	No report.		
1853	132,960	16	5

Average number of months each school has been kept open by a qualified teacher:—

1847	8¼ months.
1853	10 months.

These figures do not, however, adequately represent the progress which the common school system has been making; for it has been the policy of the department rather to encourage the enlargement of the boundaries of existing school sections than to multiply new ones; and, throughout the whole period a very material rise in the standard of qualification of common school teachers has been taking place through the instrumentality of the normal and model schools. Free schools also, as distinguished from schools in part supported by rates levied on the pupils, are rapidly increasing. No separate return of this particular description of schools was made before 1850. In that year 252 were reported; in 1853, the number had risen to 1,052. Adverting to these and other facts of a like nature, the chief superintendent of schools for Upper Canada, in closing his report for last year, which has just been laid before Parliament, and is not yet in print, thus summarily sketches the result of the educational proceedings of the few past years. "It must ever be a source of satisfaction to your Excellency, that during the period of your admin-

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istration of the government of Canada, the laws under which our whole school system is now organized, have been passed; that our normal and model schools have been established and rendered extensively useful; that the increase of pupils in our schools, the sums voluntarily provided by the people for their support, the improvements in the modes of conducting them, in the houses erected for them, as well as their conveniences and furniture, have advanced beyond all precedent; that a general system of public school libraries has been brought into successful operation, and that every feeling of the people is onward in education and knowledge, as well as in railroads, manufactures, commerce and agriculture."

An increase in the legislative provision for school libraries is about to be proposed in the present session, and a sum is to be specially appropriated for the establishment of a model grammar school in connexion with the normal school at Toronto. The grammar schools hold an intermediate place between the University and other collegiate institutions of the province, and the common school. The model grammar school will raise the standard of the instruction afforded by them, and impart to it a certain uniformity of character. When this object shall have been effected it will hardly be too much to affirm that educational facilities, unsurpassed by those provided in any part of the world, will have been placed within the reach of the youth of Upper Canada of all classes.

In regard to Lower Canada, Lord Elgin observes that:—

The position of the lower province in respect of education is not so satisfactory. Neither normal schools nor public school libraries have yet been established in that section of the country, although some preliminary steps have been taken towards the introduction of both. The commissioners of schools are still, in too many instances, uneducated, and the teachers indifferently qualified for their office; and there are parishes where, under one pretence or another, the local contribution for the support of schools is not levied. It is but fair to say, that in some districts of Lower Canada, far removed from the towns, and where the winters are very long and inclement, there is a good deal of poverty among the inhabitants. Nevertheless progress has been made of late years, and there are indications of further improvement. Soon after the introduction of common schools into Lower Canada, it was deemed necessary, partly because of the imperfect operation of the municipal system, and partly because of the unwillingness of the inhabitants to take such burdens voluntarily upon themselves; to make the school tax compulsory instead of leaving it, as in Upper Canada, optional with the municipalities to tax themselves, subject to the condition, that no school section should receive its share of the legislative grant which did not raise an equal amount from local sources. During the earlier years of my administration, acts of violence were from time to time committed by the opponents of the obnoxious impost. This species of resistance to the law has now ceased, and there appears to be among the population generally, a disposition to acquiesce in its provisions. The total number of educational institutions in Lower Canada has increased from 1,727 in 1847, to 2,352 in 1853, and the pupils from 68,138 in the former to 108,284 in the latter year. This last number includes 3,524 girls educated at 53 superior girls schools, and 2,786 educated at 44 convents, 4,923 pupils attending 83 independent schools, 1,169 attending 19 preparatory classical schools, and 2,110 students at 14 Roman Catholic colleges. The terms at these last mentioned institutions, for what purports to be an education of a higher order, are exceedingly moderate, the whole charge for a student, board and lodging included, being from 14*l.* to 18*l.* a year. They are able to afford education at this very low rate, partly because they are in general, to some extent endowed, and partly because their professors, being ecclesiastics, receive no remuneration beyond food and clothing for their services.

Lord Elgin's opinion of the exalted office of Governor General and its appropriate duties is so striking and characteristic that we append it to the foregoing, furnishing us, as it does, with a key to his own active and warm interest in the progress of education among us:—

"Placed by his position above the strife of parties, holding office by a tenure less precarious than the ministers who surround him, having no political interest to serve but that of the community whose affairs he is appointed to administer, his opinion cannot fail, when all cause for suspicion and jealousy is removed, to have a great weight in the colonial councils, while he is at liberty to constitute himself in an especial manner the patron of those larger and higher interests—such interests, for example, as those of education, and of moral and material progress in all its branches, which, unlike the contests of party, unite instead of dividing the members of the body politic."

AN ACT

TO AMEND THE LAWS RELATING TO ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA.

18 VICTORIA, CHAPTER ——.

[*Received Royal Assent, 30th May*, 1855.]

Preamble. WHEREAS it is expedient to amend the laws relating to separate schools in Upper Canada so far as they affect the Roman Catholic inhabitants thereof: Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada*, and it is hereby enacted by the authority of the same, as follows:

Sections of the School Acts of 1850, 1851 and 1853 relating to Roman Catholics repealed. I. The nineteenth section of "*the Upper Canada School Act of* 1850," and the fourth Section of "*the Upper Canada Supplementary School Act of* 1858," and all other provisions of the said acts or of any other act, inconsistent with the provisions of this act, are hereby repealed so far only as they severally relate to the Roman Catholics of Upper Canada.

Five heads of R. C. families may convene public meeting in school section or ward. II. Any number of persons not less than five heads of families being freeholders or householders resident within any school section of any township or within any ward of any city or town, and being Roman Catholics, may convene a public meeting of persons desiring to establish a separate school for Roman Catholics in such school section or ward for the election of trustees for the management thereof.

Majority of ten Roman Catholics present may elect three resident British subjects as trustees of separate school. III. A majority of the persons present, not less than ten in number, being freeholders or householders, and being Roman Catholics, at any such meeting may elect three persons resident within such section to act as trustees for the management of such separate school, and any person, being a British subject, may be elected as such trustee whether he be a freeholder, or householder, or not.

Written notice to be given to proper officers by R.C. supporters of a separate school of their desire to establish such school. IV. A notice addressed to the reeve, or to the chairman of the board of common school trustees, in the township, city or town in which such section is situate, may be given by all persons resident within such section being freeholders or householders, and being Roman Catholics, favourable to the establishment of such

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separate school, whether they were present at such meeting or not, declaring that they desire to establish a separate school in such school section, and designating by their names, professions and places of abode the persons elected in the manner aforesaid as trustees for the management thereof.

Name, profession and abode of trustees to be given.

The notice to be given by a trustee.

Officer to endorse date of receipt thereon; and deliver and certify the same.

V. Every such notice shall be delivered to the proper officer by one of the trustees so elected, and it shall be the duty of the officer receiving the same to endorse thereon the date of the reception thereof, and to deliver a copy of the same, so endorsed and duly certified by him, to such trustee.

Trustees to be a corporation.

Designation

VI. From the day of the date of the reception of every such notice, the trustees therein named shall be a body corporate under the name of "The Trustees of the Roman Catholic Separate School for the section number , in the township (city *or* town, *as the case may be*), in the county of ."

Sep. schs. in cities and towns may unite.

Notice to be given in a newspaper.

Trustees of such united schools to be a corporation.

Designation

VII. If a separate school or separate schools shall have been established in more than one ward of any city or town, the trustees of such separate schools may, if they think fit, form an union of such separate schools, and, from the day of the date of the notice in any public newspaper, published in such city or town announcing such union, the trustees of the several wards shall together form a body corporate under the title of "The Board of Trustees of the Roman Catholic United Separate Schools for the city (*or* town) of , in the county of ."

Powers of trustees.

Obligations and liabilities of trustees and teachers of sep. schools.

VIII. All trustees elected and forming a body corporate under this act shall have the same power to impose, levy and collect schools rates or subscriptions upon and from persons sending children to, or subscribing towards the support of separate schools, and all other powers in respect of separate schools, as the trustees of common schools have and possess under the provisions of the acts hereinbefore cited in respect of common schools; and they shall also be bound to perform all duties required of, and shall be subject to all penalties provided against the trustees of common schools; and teachers of separate schools shall be liable to all penalties provided against teachers of common schools.

Trustees' period of office.

Annual meeting.

Re-election of a trustee.

IX. All trustees elected under this act shall remain in office until the second Wednesday of the month of January next following their election, on which day in each year an annual meeting shall be held, commencing at the hour of ten of the clock in the forenoon, for the election of trustees for separate schools theretofore established; but no trustee shall be re-elected at any such meeting without his consent, unless after the expiration of four years from the time when he went out of office.

R. C. children from other sections may attend a sep. sch. at the request of parents, &c.

No other than R. C. children to be included in return to Chief Supt.

X. All trustees elected under this act shall allow children from other school sections to be received into any separate school under their management, at the request of the parents or lawful guardians of such children, provided such children or their parents or guardians are Roman Catholics; and no children attending such school shall be included in the return hereafter provided to be made to the Chief Superintendent of Schools unless they shall be Roman Catholics.

Majority of trustees may grant certificate to teachers, and dispose of moneys.

XI. A majority of the trustees in any township or village or of the board of trustees in any town or village elected under this act, shall have power to grant certificates of qualification to teachers of separate schools under their management, and to dispose of all school funds of every description coming into their hands for school purposes.

R. C. supporter of sep. schools and rate-payer having notified clerk of municipality, shall be exempted from C. S. rates.

Clerk shall give exemption certificate to each such person.

Penalty for fraudulent notice.

Proviso: Exemption limited.

XII. Every person paying rates, whether as proprietor or tenant, who, on or before the first day of February of any year, shall have given notice to the clerk of the municipality in which any separate school is situated, that he is a Roman Catholic and a supporter of such separate school, shall be exempted from the payment of all rates imposed within such ward or school section for the support of common schools and of common school libraries for the year then next following, and every clerk of a municipality, upon receiving any such notice, shall deliver a certificate to the person giving the same to the effect that such notice has been given, and shewing the date of such notice; but any person who shall fraudulently give any such notice, or shall wilfully make any false statement therein, shall not secure any exemption thereby, but shall, on the contrary, be liable to a penalty of ten pounds currency, recoverable, with costs, before any Justice of the Peace at the suit of the municipality interested: Provided always, that nothing herein contained shall exempt any such person from paying any rate for the support of common schools or common school libraries, or for the erection of a school-house or school-houses, which shall have been imposed before such separate school was established.

Sep. sch. to share in legislative sch. grant.

Basis of distribution.

Proviso: Average attendance must be 15 or more.

Proviso: Sep. school shall not share in any municipal or other assessment.

XIII. Every separate school established under this act shall be entitled to a share in the fund annually granted by the legislature of this Province for the support of common schools, according to the average number of pupils attending such school during the twelve next preceding months or during the number of months which may have elapsed from the establishment of a new separate school as compared with the whole average number of pupils attending school in the same city, town, village or township: Provided always that no separate school shall be entitled to a share in any such fund unless the average number of pupils so attending the same be fifteen or more, (periods of epidemic or contagious diseases excepted): Provided also, that nothing herein contained shall entitle any such separate school within any city, town, village or township, to any part or portion of school moneys arising or accruing from local assessment for common school purposes within any such city, town, village or township, or the county

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or union of counties within which such town, village or township is situate: Provided also, that if any separate school shall not have been in operation for a whole year at the time of the apportionment, it shall not receive the sum to which it would have been entitled for a whole year, but only an amount proportional to the time during which it has been kept open.

Proviso: Proportional share in certain cases.

Trustees to transmit half-yearly return to Chief Supt.

Its nature.

XIV. The trustees of each separate school shall on or before the thirtieth day of June and the thirty-first day of December of each year, transmit to the Chief Superintendent of Schools for Upper Canada a correct statement of the names of the children attending such school, together with the average attendance during the six next preceding months, or during the number of months which may have elapsed since the establishment thereof, and the number of months it shall have been so kept open, and the Chief Superintendent shall thereupon determine the proportion which the trustees of such separate school will be entitled to receive out of such legislative grant, and shall pay over the amount thereof to such trustees, and every such statement shall be verified under oath before any Justice of the Peace for the county or union of counties within which such separate school is situate by at least one of the trustees making the same.

Chief Supt. may determine and pay apportionment.

Return to be verified on oath.

Election of trustee void in certain cases.

XV. But the election of any trustee or trustees made under this act shall become void unless a separate school be established under his or their management within two months from the election of such trustee or trustees.

Supporters of R. C. sep. sch. shall not vote at C. S. elections.

XVI. And no person subscribing towards the support of a separate school or sending children thereto shall be allowed to vote at the election of any trustee for a common school in the city, town, village or township in which such separate school is situate.

AN ACT

TO MAKE FURTHER PROVISION FOR THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA.

18 VICTORIA, CHAPTER ——.

[*Received Royal Assent, 30th May*, 1855.]

Preamble.

WHEREAS it is expedient to make further provision for the promotion of education and the diffusion of useful knowledge in connection with the Grammar and Common Schools of Upper Canada: Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada*, and it is hereby enacted by the authority of the same, as follows:

How additional grants shall be disposed of.

I. The additional grants which have been made or may be made during the present Session of the Legislature for Grammar and Common School purposes in Upper Canada, shall be annually disposed of in the following manner:

£1000 a year for Model Grammar School.

1. A sum not exceeding one thousand pounds per annum, may be expended under the direction of the Council of Public Instruction for the establishment and maintenance of a Model Grammar School, in connexion with the Normal and Model Schools for Upper Canada, including also any expenses which may be incurred in the examination of Candidates for Masterships of Grammar Schools;

£250 for G. S. Inspectors.

2. A sum not exceeding two hundred and fifty pounds per annum, may be expended in the payment of Inspectors of Grammar Schools, who shall be appointed, their duties prescribed, and their remuneration fixed by the Council of Public Instruction;

£2,500 for Maps and apparatus, for G. and C. Schools.

3. A sum not exceeding two thousand and five hundred pounds per annum, may be expended in providing the Grammar and Common Schools in Upper Canada, with maps and apparatus, upon the same terms and in the same manner as books are or may be provided for Public School Libraries;

£2,500 additional for Public Libraries.

4. A sum not exceeding three thousand five hundred pounds per annum, may be expended as heretofore provided by law, in further aiding in the establishment and extension of Public Libraries in connexion with the Grammar and Common Schools in Upper Canada;

£350 for Clerks and a Salesman Educational Depositories.

5. A sum not exceeding three hundred and fifty pounds per annum, shall be allowed for the payment of two assistant clerks and a salesman of the Public Library, map and school apparatus depositories, in connexion with the department of Public Instruction in Upper Canada;

£500 additional for Superannuated Teachers.

6. A sum not exceeding five hundred pounds per annum, shall be allowed for the support and maintenance of superannuated Teachers;

Balance for Common Schools.

7. The whole of the remainder of the said grants shall be expended as further aid to common schools in Upper Canada, according to the provisions of the Common School Acts of Upper Canada, and of this Act.

County Judge may try contested elections of C. S. Trustees in cities towns and villages.

II. The Judge of any County Court shall have authority, within twenty days after the meeting for the election of a Common School Trustee in any City, Town or incorporated Village of such County, to receive and investigate any complaint respecting the mode of conducting such election, and to confirm it, or set it aside and appoint the time and place of holding a new election, as he shall judge right and proper: Provided always, that if the returning officer at such election shall be clearly convicted before such County Judge of disregarding the requirements of the law or acting partially in the execution of his office, he shall be fined a sum of not less than five pounds, nor more

Proviso:

Penalty

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than twenty-five pounds, at the discretion of such County Judge; Provided also, that the expenses of such School election contest shall be paid by the parties concerned in it, as may be decided by the said County Judge.

Proviso: costs.

III. The Chief Superintendent of Education in Upper Canada shall annually lay before the Legislature, at each sitting thereof, a correct and full account of the disposition and expenditure of all moneys that may come into his hands as such Chief Superintendent.

Chief Supt. to account to Legislature.

Miscellaneous.

THE ISLAND OF ANTICOSTI.

We have perused with much interest a graphic and valuable paper contributed to the Transactions of the Literary and Historical Society of Quebec, by A. R Roche, Esq, of the Provincial Secretary's Office, and formerly of this city, entitled, "Notes on the Resources and Capabilities of the Island of Anticosti." It is extremely creditable to Mr. Roche, that he should be found thus employing his leisure hours, in contributing to the sources of general information, so valuable a paper. His object is to dispel some of the prejudices regarding this Island, which have led to the impression, that it is bleak, inhospitable waste. The occurrence of wrecks on the shores of Anticosti, has given it a bad name,—it being forgotten, that these had occurred at many spots, widely separated, extending over a coast line of 700 miles, that being the circumference of the Island. It is strange that so little should be known of an Island lying at the very threshold of this busy Province —larger, as it is, than Prince Edward's Island by one-fourth, and containing nearly two millions of acres. It is situated between the 49th and 50th parallels of north latitude, and the 61st and 65th degrees of west longitude,—about 420 miles below Quebec. It is 130 miles long by 35 broad, in its widest part. There is a harbor upon each side and at each extremity of the Island; Ellis Bay is an excellent harbor, two miles wide, with good anchorage and affords good shelter. There are also several good roadsteads. The Island, on the South side, rises from 20 to 60 feet above the beach, and is nearly level to the centre, where a range of moderately-sized hills take their rise. It is covered with a thick forest of trees—that on the shore being of stunted growth but the interior of good size;—the trees are of spruce, fir, pine, birch, ash and tamarack. On the Island are natural meadows, producing heavy grass 5 and 6 feet high. Near the south west point are some large salt ponds At the south west point, a resident on the Island, grew last year a large crop of oats, 700 bushels of potatoes, and vegetables of every description. It is believed that much of the soil is arable.

Its sea and river fisheries are exceedingly valuable, though comparatively neglected by Canada. The number of schooners from the United States and Lower Provinces resorting to Anticosti for fishing purposes, is very large, there being some times as many as 100 fishing vessels at one time, between the East point and Ton Bay. In the rivers, salmon and salmon trout are freely taken. Mr. Roche describes the admirable position of the Island, as an entreport for the purpose of carrying on the traffic between Canada and Europe, and gives his impressions of its capabilities as derived from a personal inspection. On the whole, no one can rise from the perusal of this interesting paper without entirely concurring in the conclusion its writer arrives at, that a thorough survey of the Island should be made by the Government, although it belongs to private individuals; it being very important that it should not be longer allowed to remain neglected and unexplored. Its bearing on the future trade of the St. Lawrence seaward route may be important, and every addition to the inhabited seaboard of the St. Lawrence must contribute to the increase of the commerce, shipping, and wealth of Canada.—*Montreal Gazette.*

THE LATE ERUPTION OF VESUVIUS.

The lava has now advanced ten miles from its source, and is doing terrible damage. I have before me the report of Cozzolino, as to the latest changes which have taken place about the cone. Just at the base of it a lake of fire has been formed, which looks like a red sea in an undulatory state. In the very centre of this has opened another crater, which is throwing out red hot stones. On the morning of the 7th, the crater, at the very summit, fired, as it were, two heavy cannonades; and after sending forth lightning, flames and stones, broke up altogether. In the middle of the cone ten craters have been formed, and from these the lava pours forth like a river, and runs on the side of the Cavallo as far as the Minatore. Here four other craters have been formed, which throws up bitumen in the manner of pyramids and resemble gigantic exhibitions of fireworks.

The whole of the summit of the crater is therefore like a sponge, and must inevitably fall in. The thin crust trembles under you feet. You may see the stones dance with the tremulous movement; the part immediately round the crater looks like the sides of a heated copper boiler. Such is a true statement of what is going on on the summit. There are reports of an opening toward Pompeii, which is not unlikely, and of another toward Resina, but I have not been up for some days, as the danger is now very great. Before I write again, I shall make the attempt. Last night I went to the scene of the most stirring interest, after an interval of two days. The whole length of this usually quiet road was like a fair, and such was the throng of carriages which were moving on in three lines, that it was with difficulty we ever arrived at our destination.

As we approached the menaced neighborhood, the inhabitants were removing their goods; and on a bridge, in the middle of the little township of Cercolo, (through which, in the winter time, thunders down from the summit of Vesuvius one of those mountain rivers so well known in Italy,) stood a company of sappers. Creeping under this solid handsome bridge into the bed of the river, we went up in face of the lava, which was now coming rapidly down. Here again were sappers, raising mounds on either side, to divert the ruin from some private grounds, and keep the lava in one straight course. The smoke which rose over the heads of the multitudes, told us we were close on the spot; and, climbing up the bank and walking along the top, we looked down on this mighty mass of fire! Where I walked on Sunday night was now a sea of fire.

The side road by which I had come down into the main stream from Pollena and Massa di Somme was now full of blackened coke. The houses on the borders of the Village had fallen—in one, 80 poor people lived; a small chapel was swallowed up, a gentleman's villa, and a sad extent of vinyard and garden ground. On the other side of the great lava bed, another stream was branching off to San Sebastiano. We had hoped to have crossed it, and ascended to the cascade again, but it was no longer possible; for, as one says speaking of a marshy country in the winter, the lava was out. The fire here had begun to enter the burial ground of the little town, but was diverted from its course by a wall. On the opposite side of the stream were the King and all the royal family. The banks on either side were thronged with curious and anxious multitudes, whose faces were lighted up with the blaze of hundreds of torches, and with the more resplendent flame of the rapidly descending lava. Since the morning, it had moved a mile. It was like a vast river of glowing coke.

As it moved on, the tens of thousands of lumps rolled and tumbled one over the other, crackling, and grinding, and grating; and, when from the very face of it a large lump fell off, the appearance was that of an iron furnace when the iron is being drawn. To make the resemblance more complete, at such times men darted forward with long poles, taken from the neighboring vinyards, and pulled out great masses of lava in which they embedded money for sale. What struck me at first, and still strikes me as the most majestic feature in the whole scene, is the slow, silent, irresistible motion of that fiery flood. Active almighty power without an effort! Sweeping everything before it, overcoming every obstacle, growing up against intervening walls or houses, and devouring them bodily, and then marching on in the same silent, unrelenting, irresistible manner as before.

There was a spot beneath my feet where a fall of mason work had been built to break the violence of the winter floods; to this spot all eyes were directed. The fiery river would fall over in an hour; as yet it was distant from it seventy yards, perhaps. Gradually it rose in height, and swelled out its vast proportions, and then vast masses fell off and rolled forward; then it swelled again as fresh matter came pressing down behind, and so it broke, and on it rolled again and again, till it had arrived at the very edge. There was a general buzz and murmur of voices. The royal family stood opposite to me, intermingled with the crowd, looking on with intense anxiety. At last it broke, not hurriedly, still with a certain show of majesty.

At first a few small lumps fell down; then poured over a pure liquid of metal, like thick treacle, clinging sometimes mass to mass, from its glutinous character, and last of all tumbled over gigantic lumps of scoriæ. Then on it moved once more in its silent, regular course, swelling up and spreading over the vineyards on either side; and now there was a rush for the road which traverses this lava-bed. Houses and the bridge bordered the road, the carriages had all been ordered off, and the bridge was being broken down—we were cut off completely. The sentinels would not let us pass, and struck us, and drove us back; but we forced our way, and then found too surely that it was impossible to get on.

The bridge was half demolished, and by the light of the torches we could see the soldiers above, working away with the pick and the axe. We had therefore, to retrace our steps, and making a long circuit through the open country, and over walls, came round to the top of the bridge—"Run," said the sentinels, "or you will be too late." We crossed the narrow parapet, which was still remaining, and soon afterward down went the whole fabric.—*Cor. Newark Advertiser.*

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JOURNAL OF EDUCATION,
Upper Canada.

TORONTO: JUNE, 1855.

CIRCULAR FROM THE CHIEF SUPERINTENDENT OF SCHOOLS TO LOCAL SUPERINTENDENTS.

SIR,

In the number of the *Journal of Education* containing this circular, will be found the apportionment of the Legislative School Grant for the current year, to the various Municipalities of Upper Canada; and the blank semi-annual return for School Trustees, (a copy of which was recently addressed to you for each school section within your charge,) contains all the directions necessary for the distribution of that grant, and of the municipal assessment to the schools under your superintendence.

2. By a recent bill of the Legislature, the chief superintendent is required to distribute to the Roman Catholic separate schools, the share of the Legislative Grant to which they may be entitled by law. You will not, therefore, take the Roman Catholic separate schools into account in the distribution and payments which you will make. The trustees of the Roman Catholic separate schools make their returns to me; where other separate schools exist, you will deal with them as usual, the law not having been repealed in regard to them. The *half yearly* returns of trustees, contain only the *names* and *attendance* of pupils; the annual reports contain the *census* of the school population of each section, and its *financial accounts*, together with the *school attendance for the year*, &c. The forms for returns and reports of public and separate schools, are precisely the same.

3. The Legislature having increased the school grant, and made an additional appropriation for Public Libraries, and for providing Grammar and Common Schools with maps and apparatus, (not text books,) I am happy to say that I shall now be able to apportion *one hundred per cent.* upon whatever sum or sums may be forwarded by any school section or municipality, for the purchase of school maps and apparatus, as well as books for Public Libraries. This provision will, I have no doubt, contribute largely to furnish the school with those appliances which are of such vast importance to the efficient teaching and the progress of the pupils. Persons, of all ages, and especially children, learn and understand much more readily, and remember more perfectly and permanently what they *see* than what they acquire in any other way. The more extensively therefore, maps, charts, models and objects of natural history, are used in a school by a competent teacher, the more attractive and successful will be the school. Though there is no *royal* road to knowledge, there is a *natural* road to it; and the more the nature of things is exhibited in the course of teaching, the more rapid and thorough will be the progress of the pupil.

4. In your official visits and intercourse, you can, therefore, point out the facilities thus provided for furnishing the schools with suitable maps and apparatus, and the youth, and indeed all classes of people throughout Upper Canada, with Libraries of useful and entertaining reading.

I have the honor to be, Sir,
Your obedient servant,
E. RYERSON.

EDUCATION OFFICE,
Toronto, 18th June, 1855.

CIRCULAR FROM THE CHIEF SUPERINTENDENT OF SCHOOLS TO TRUSTEES OF ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA.

GENTLEMEN,

You will herewith receive a copy of "*An Act to amend the Laws relating to Roman Catholic Separate Schools in Upper Canada.*" For the provisions of this Act, I am not entitled to either praise or blame, as I never saw it until it appeared in print, after its introduction into the Legislature. I have ever believed and maintained that the provisions of the law as previously existing in respect to separate schools, were conceived in a kindly feeling, and were equitable and liberal. I am so persuaded still. But these provisions of the law having been complained of by Bishops of the Roman Catholic Church, the new separate school Act is the result—an Act, which, while it maintains our public school system inviolate and even places it upon a firmer and broader foundation than that upon which it rested before, yet confers upon members of the Roman Catholic persuasion, powers and distinctions which are not possessed by any class of Protestants in Upper Canada, and which their own Representatives would never consent to confer upon them.

2. While in our public schools, the religious rights and faith of pupils of all persuasions are equally protected, and while I am persuaded of the superior advantages of those schools in respect to both economy and all the appliances of instruction, I shall, on this very account, in addition to the obligations of official duty, do all in my power to lessen the disadvantages of those who prefer separate schools, and secure to them every right and advantage which the separate school Act confers.

3. I have prepared blank forms of semi-annual returns, which you are to make to me, and on the receipt of which I will determine and pay half-yearly the sums from the Legislative school grant to Roman Catholic separate schools. To enable me to do so the more readily it will be necessary for you to appoint some person in this city to receive and give duplicate receipts for the sums payable to your school according to law. The blank power of attorney enclosed in duplicate can therefore be filled up and presented by your agent to this Department. The enclosed semi-annual returns for Roman Catholic separate schools are precisely the same as those required of the trustees of our public schools. The annual reports required from trustees of Roman Catholic separate schools, are also the same as those required from trustees of the public schools.

4. On application, I will furnish you with school registers, and herewith transmit to you also, blank returns for the first six months of the current year. I will also supply your schools with Maps, Apparatus and Libraries upon the same terms as the public schools; that is, I will add one hundred per cent. to whatever sum or sums you may forward for such Maps, Apparatus, or Library Books as you may select from the descriptions and general catalogues of the department.

5. The several clauses of the Separate School Act are clearly and simply expressed; but should any doubts arise as to your duties or proceedings, I shall be happy to give you every information in my power.

6. As the 14th section of the act referred to, requires me to base the apportionment of each six months, upon the semi-annual returns of the previous year, and as I am anxious to ensure the utmost correctness in making the apportionment for the current year, I will thank you to have the kindness to fill up and return, to this Department, the enclosed blank return, relative to school attendance of last year. The information is not in the possession of this Department, but it can be easily compiled from the school records in your possession.

I have the honor to be,
Gentlemen,
Your obedient servant,
E. RYERSON.

EDUCATION OFFICE,
Toronto, June 18th, 1855.

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APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT IN AID OF COMMON SCHOOLS IN UPPER CANADA, FOR THE YEAR 1855.

MUNICIPALITIES.	Common School Apportionm'nt 1855.	Assumed Separate School Apportionm'nt reserved. 1855.*	Total Apportionm'nt 1855.	Total Apportionm'nt 1854.
Counties.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Glengarry	464 14 6	5 10 0	470 4 6	421 11 3
Stormont	343 1 9	... ...	343 1 9	311 17 7
Dundas	385 14 0	... ...	385 14 0	329 11 10
Prescott	283 5 0	5 10 0	288 15 0	251 4 9
Russell	71 15 0	... ...	71 15 0	68 15 2
Carleton	598 15 6	... ...	598 15 6	555 17 8
Grenville	492 7 3	... ...	492 7 3	443 5 11
Leeds	688 17 3	7 10 0	696 7 3	647 18 3
Lanark	614 6 6	... ...	614 6 6	608 11 0
Renfrew	232 8 9	... ...	232 8 9	225 10 11
Frontenac	452 11 3	7 0 0	459 11 3	458 15 10
Addington	378 6 6	6 10 0	384 16 6	363 6 6
Lennox	194 3 3	... ...	194 3 3	190 11 8
Prince Edward	437 15 6	5 10 0	443 5 6	414 18 0
Hastings	701 11 6	... ...	701 11 6	662 8 9
Northumberland	679 0 0	8 0 0	687 0 0	631 9 10
Durham	661 14 9	... ...	661 14 9	620 19 8
Peterborough	356 1 3	... ...	356 1 3	312 11 1
Victoria	333 19 9	... ...	333 19 9	279 5 7
Ontario	743 9 9	... ...	743 9 9	681 1 11
York	1172 5 0	12 10 0	1184 15 0	1164 18 11
Peel	623 17 6	... ...	623 17 6	577 5 10
Simcoe	739 9 3	... ...	739 9 3	626 13 6
Halton	448 15 9	... ...	448 15 9	438 19 1
Wentworth	598 15 0	... ...	598 15 0	593 14 1
Brant	431 0 9	... ...	431 0 9	423 3 9
Lincoln	438 2 3	... ...	438 2 3	387 3 2
Welland	457 3 9	... ...	457 3 9	427 16 2
Haldimand	436 3 0	8 0 0	444 3 0	415 16 3
Norfolk	529 5 9	... ...	529 5 9	475 1 2
Oxford	729 18 0	10 0 0	739 18 0	702 16 7
Waterloo	578 16 9	21 5 9	600 2 6	550 6 4
Wellington	582 2 9	24 0 0	606 2 9	597 18 2
Grey	344 16 9	... ...	344 16 9	300 7 9
Perth	371 12 3	2 10 0	374 2 3	351 9 10
Huron	500 17 9	... ...	500 17 9	428 1 10
Bruce	60 6 6	... ...	60 6	67 19 1
Middlesex	814 4 3	7 10 0	821 14 3	761 6 8
Elgin	584 8 3	... ...	584 8 3	554 5 10
Kent	419 9 6	... ...	419 9 6	362 14 5
Lambton	324 7 3	... ...	324 7 3	238 8 10
Essex	360 2 6	17 0 0	377 2 6	357 17 1
Cities.				
Toronto	542 10 0	250 0 0	792 10 0	737 6 4
Hamilton	383 10 6	... ...	383 10 6	338 2 0
Kingston	261 10 0	50 0 0	311 10 0	277 11 1
London	200 10 0	... ...	200 10 0	168 10 11
(Continued.)				
(Continued)				
Ottawa	210 0 0	... ...	210 0 0	185 18 4
Towns.				
Belleville	72 2 9	37 10 0	109 12 9	109 9 3
Brantford	85 0 0	20 0 0	105 0 0	92 17 8
Brockville	71 5 0	25 0 0	96 5 0	77 15 4
Chatham	35 2 6	25 0 0	60 2 6	49 11 10
Cobourg	90 1 9	... ...	90 1 9	92 14 8
Cornwall	41 13 0	... ...	41 13 0	39 8 9
Dundas	85 12 0	... ...	85 12 0	84 5 4
Goderich	28 0 3	12 10 0	40 10 3	31 16 9
Niagara	58 4 6	25 0 0	83 4 6	80 0
Perth	38 15 0	15 0 0	53 15 0	46 18
Peterborough	37 10 0	20 0 0	57 10 0	52 9
Picton	34 19 6	6 10 0	41 9 6	37 11 9
Port Hope	71 7 3	... ...	71 7 3	59 6 5
Prescott	32 10 0	20 0 0	52 10 0	51 13 1
St. Catharines	110 15 3	... ...	110 15 3	104 13 0
Whitby	In County Apportionment.			
Town Municipalities.				
Amherstburgh	34 0 0	18 10 0	52 10 0	46 0 10
Barrie	35 0 0	... ...	35 0 0	24 2 6
Guelph	48 0 3	12 10 0	60 10 3	44 11 3
Simcoe	41 2 6	... ...	41 2 6	34 15 9
Woodstock	57 16 9	... ...	57 16 9	50 12 0
Villages.				
Berlin	31 1 9	... ...	31 1 9	23 6 7
Bowmanville	47 7 3	... ...	47 7 3	56 16 0
Brampton	23 16 0	... ...	23 16 0	17 5 0
Caledonia	28 16 0	... ...	28 16 0	27 6 8
Chippewa	29 18 6	... ...	29 18 6	28 11 7
Elora	In County Apportionment.			
Galt	55 5 9	... ...	55 5 9	53 17 2
Ingersoll	36 13 6	... ...	36 13 6	28 10 2
Napanee	In County Apportionment.			
Oshawa	27 2 6	... ...	27 2 6	27 7 2
Paris	53 12 9	... ...	53 12 9	45 5 7
Preston	30 0 0	... ...	30 0 0	28 5 5
St. Mary's	In County Apportionment.			
St. Thomas	34 7 9	... ...	34 7 9	30 10 5
Smith's Falls	23 12 6	... ...	23 12 6	In C'ty App.
Stratford	21 17 6	... ...	21 17 6	20 18 6
Thorold	24 15 0	8 10 0	33 5 0	26 2 9
Trenton	29 6 3	... ...	29 6 3	22 16 5
Windsor	21 17 6	... ...	21 17 6	In C'ty App.
Vienna	27 1 0	... ...	27 1 0	24 3 0
Yorkville	34 15 0	... ...	34 15 0	31 14 9
GRAND TOTALS: Counties, Cities, Towns and Villages	£23,948 4 9	£694 5 9	£24,642 10 6	£22,726 9 2

* The new Separate School Law, passed last month, authorises the Chief Superintendent of Schools to distribute the separate school apportionment directly among the schools interested. The apportionment in this column has, therefore, been assumed from last year's distribution, as a basis upon which to make a correct apportionment upon receiving the semi-annual returns required by law. The several amounts specified will also be retained by the Department, in order to pay the apportionment direct to the separate schools, and not to the County Treasurer.

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1. County of Glengarry.

TOWNSHIPS.	APPORTIONMENT. $ cts.
Charlottenburgh,	500 15
Kenyon,	437 85
Lancaster,	420 00
Lochiel,	500 90
R. C. Separate Schools,	22 00
	$1880 90
	£470 4 6

2. County of Stormont.

Cornwall,	518 00
Finch,	124 95
Osnabruck,	484 40
Roxborough,	245 00
	$1372 35
	£343 1 9

3. County of Dundas.

Matilda,	455 00
Mountain,	299 25
Williamsburgh,	429 10
Winchester,	359 45
	$1542 80
	£385 14 0

4. County of Prescott.

Alfred,	17 50
Caledonia,	91 35
Hawkesbury, East,	337 45
Hawkesbury, West,	262 50
Longueuil,	163 80
Plantaganet, North,	164 15
Plantaganet, South	96 25
R. C. Separate Schools,	22 00
	$1155 00
	£288 15 0

5. County of Russell.

Cambridge and Russell,	74 55
Clarence,	44 10
Cumberland,	168 35
	$287 00
	£71 15 0

6. County of Carleton.

Fitzroy,	244 67
Gloucester,	382 33
Goulbourn,	300 67
Gower, North,	157 00
Huntley,	250 10
March,	46 33
Marlborough,	240 33
Nepean,	389 00
Osgoode,	379 67
Torbolton,	55 00
	$2395 10
	£598 15 6

7. County of Grenville.

Augusta,	460 95
Edwardsburgh,	476 70
Gower, South,	89 60
Oxford,	588 00
Wolford,	354 20
	$1969 45
	£492 7 3

8. County of Leeds.

Bastard and Burgess, South,	439 60
Crosby, North	178 60
Crosby, South	127 75
Elizabethtown,	463 05
Elmsley, South	128 10
Kitley,	370 55
Leeds and Lansdowne Front,	376 60
Leeds and Lansdowne Rear,	161 70

County of Leeds.—*Continued.*

TOWNSHIPS.	APPORTIONMENT. $ cts.
Yonge and Escott Front,	280 00
Yonge and Escott Rear,	234 50
R. C. Separate Schools,	30 00
	$2785 45
	£696 7 3

9. County of Lanark.

Bathurst,	251 17
Beckwith,	270 97
Burgess, North,	138 97
Dalhousie and Lavant,	122 10
Darling,	65 40
Drummond,	269 00
Elmsley, North,	168 67
Lanark,	233 57
Montague,	360 33
Packenham,	175 27
Ramsay,	387 20
Sherbrooke, North,	26 52
Sherbrooke, South,	48 13
	$2457 30
	£614 6 6

10. County of Renfrew.

Admaston,	108 50
Bagot and Blithefield,	94 85
Bromley and Wilberforce,	113 40
Brougham and Grattan,	81 20
Horton,	88 55
McNab,	199 85
Pembroke and Stafford,	83 30
Ross,	42 50
Westmeath,	117 60
	$929 75
	£232 8 9

11. County of Frontenac.

Bedford,	123 20
Kingston,	448 20
Loughborough,	222 57
Pittsburgh,	389 61
Portland and Hinchinbrooke,	246 77
Storrington,	233 20
Wolfe Island,	146 70
R. C. Separate Schools,	28 00
	$1838 25
	£459 11 3

12. County of Addington.

Amherst Island,	69 65
Camden, East,	762 30
Ernestown,	434 25
Sheffield,	247 10
R. C. Separate Schools,	26 00
	$1539 30
	£384 16 6

13. County of Lennox.

Adolphustown,	56 35
Fredericksburgh,	295 05
Richmond,	425 25
	$776 65
	£194 3 3

14. County of Prince Edward.

Ameliasburgh,	287 00
Athol,	183 75
Hallowell,	275 15
Hillier,	350 70
Marysburgh,	400 75
Sophiasburgh,	258 75
R. C. Separate Schools,	22 00
	$1778 10
	£443 5 6

15. County of Hastings.

TOWNSHIPS.	APPORTIONMENT. $ cts.
Elzevir, Madoc and Tudor,	272 35
Hungerford,	385 00
Huntingdon,	205 10
Marmora,	77 70
Rawdon,	367 85
Sidney,	408 80
Thurlow,	507 15
Tyendinaga,	581 35
	$2806 30
	£701 11 6

16. County of Northumberland.

Alnwick,	58 45
Brighton,	421 40
Cramahe,	376 95
Haldimand,	401 45
Hamilton,	483 85
Monaghan, South	127 05
Percy,	305 90
Murray,	304 50
Seymour,	236 45
R. C. Separate Schools,	32 00
	$2748 00
	£687 0 0

17. County of Durham.

Cartwright,	171 50
Cavan,	397 60
Clarke,	676 80
Darlington,	620 90
Hope,	459 90
Manvers,	320 25
	$2646 95
	£661 14 9

18. County of Peterborough.

Asphodel, Belmont and Methuen,	228 20
Douro,	242 20
Dummer and Burleigh,	204 75
Ennismore,	94 50
Monaghan, North	78 50
Otonabee,	446 95
Smith and Harvey,	129 15
	$1424 25
	£356 1 3

19. County of Victoria.

Eldon,	136 50
Emily,	369 25
Fenelon,	53 55
Mariposa,	436 10
Ops,	280 35
Verulam,	60 20
	$1335 95
	£333 19 9

20. County of Ontario.

Brock,	315 85
Mara and Rama,	127 40
Pickering,	711 55
Reach,	438 90
Scott,	114 80
Scugog Island,	31 85
Thorah,	125 80
Uxbridge,	180 95
Whitby,	427 35
	$2973 95
	£743 9 9

21. County of York.

Etobicoke,	286 35
Georgina,	117 25
Gwillimbury, North,	124 25
Gwillimbury, East,	334 95
King,	641 90
Markham,	604 80
Scarborough,	436 80
Vaughan,	743 40

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County of York.—*Continued.*

Townships.	Apportionment. $ cts.
Whitchurch,	531 30
York,	868 00
R. C. Separate Schools,	50 00
	$4739 00
	£1184 15 0

22. County of Peel.

Albion,	459 55
Caledon,	410 55
Chinguacousy,	791 00
Gore of Toronto,	135 45
Toronto,	698 95
	$2495 50
	£623 17 6

23. County of Simcoe.

Adjala,	250 97
Essa,	171 87
Flos,	60 92
Gwillimbury, West,	452 58
Innisfil,	205 82
Medonte,	75 27
Mono,	301 02
Mulmur,	114 12
Nottawasaga,	206 17
Orillia and Matchedash,	85 42
Oro,	315 08
Sunnidale,	31 87
Tay and Tiny,	98 82
Tecumseth,	440 68
Tossorontio,	74 22
Vespra,	78 07
	$2957 35
	£739 9 3

24. County of Halton.

Esquesing,	625 80
Nassagaweya,	159 60
Nelson,	423 50
Trafalgar,	586 25
	$1795 15
	£448 15 9

25. County of Wentworth.

Ancaster,	464 80
Barton,	116 55
Beverly,	586 90
Binbrook,	169 75
Flamborough, East	265 30
Flamborough, West	359 10
Glanford,	185 15
Saltfleet,	247 45
	$2395 00
	£598 15 0

26. County of Brant.

Brantford,	572 60
Barford,	441 35
Dumfries, South	417 20
Oakland,	71 80
Onondaga,	221 20
	$1724 15
	£431 0 9

27. County of Lincoln.

Caister,	134 75
Clinton,	298 55
Gainsborough,	275 45
Grantham,	392 35
Grimsby,	265 30
Louth,	154 70
Niagara,	231 35
	$1752 45
	£438 2 3

28. County of Welland.

Townships.	Apportionment. $ cts.
Bertie,	312 55
Crowland,	202 65
Humberstone,	172 20
Pelham,	248 85
Stamford,	348 60
Thorold,	283 15
Wainfleet,	145 60
Willoughby,	115 15
	$1828 75
	£457 3 9

29. County of Haldimand.

Canborough,	125 30
Cayuga, North	283 80
Cayuga, South	74 90
Dunn,	78 05
Oneida,	146 15
Rainham,	188 30
Seneca,	279 65
Moulton and Sherbrooke,	258 65
Walpole,	359 80
R. C. Separate Schools,	32 00
	$1776 60
	£444 3 0

30. County of Norfolk.

Charlotteville,	282 45
Houghton,	191 45
Middleton,	171 15
Townsend,	593 25
Walsingham,	335 65
Windham,	273 70
Woodhouse,	269 50
	$2117 15
	£529 5 9

31. County of Oxford.

Blandford,	139 30
Blenheim,	409 85
Dereham,	396 85
Nissouri, East	249 90
Norwich,	534 75
Oxford, North	117 95
Oxford, East	239 05
Oxford, West	192 50
Zorra, East	281 75
Zorra, West	357 70
R. C. Separate Schools,	40 00
	$2959 60
	£739 18 0

32. County of Waterloo.

Dumfries, North	320 85
Waterloo,	737 40
Wellesley,	361 00
Wilmot,	538 75
Woolwich,	357 85
R. C. Separate Schools,	85 15
	$2400 50
	£600 2 6

33. County of Wellington.

Apportioned upon Local Superintendents' returns

Amaranth,	30 55
Arthur, Luther and Minto,	86 60
Eramosa,	259 35
Erin,	407 75
Garafraxa,	136 15
Guelph,	253 06
Maryborough,	44 45
Nichol,	167 75
Peel,	282 10
Pilkington,	232 75
Puslinch,	428 05
R. C. Separate Schools,	96 00
	$2424 55
	£606 2 9

34. County of Grey.

Townships.	Apportionment. $ cts.
Artemesia,	145 25
Bentinck,	200 55
Collingwood,	56 00
Egremont,	105 00
Euphrasia,	67 55
Glenelg,	85 05
Holland,	92 40
Melancthon and Proton,	59 85
Normanby,	24 50
Osprey,	50 75
St. Vincent,	168 35
Sullivan,	43 40
Derby and Sydenham,	280 70
	$1379 35
	£344 16 9

35. County of Perth.

Blanchard,	307 85
Downie,	263 90
Easthope, South	185 30
Ellice,	137 55
Fullarton,	199 50
Hibbert,	49 00
Logan,	92 05
Mornington and North Easthope,	251 30
R. C. Separate Schools,	10 00
	$1496 45
	£374 2 3

36. County of Huron.

Ashfield,	76 65
Biddulph,	188 65
Colborne,	139 65
Goderich,	292 60
Hay,	80 30
Hullett,	87 85
McGillivray,	146 65
McKillop,	296 70
Stanley,	151 55
Stephen,	98 00
Tuckersmith,	181 30
Usborne,	108 50
Wawanosh,	185 15
	$2003 55
	£500 17 9

37. County of Bruce.

Arran, Brant, Bruce, Carrick and Culross, Elderslie, Greenock, Huron, Kincardine, Kinloss, Saugeen,	Defective Returns from these Townships. $241 30 / £60 6 6

38. County of Middlesex.

Adelaide,	253 05
Carradoc,	318 15
Delaware,	115 50
Dorchester, North	207 90
Ekfrid,	219 80
Lobo,	297 85
London,	534 45
Metcalfe,	112 00
Mosa,	244 65
Nissouri, West	234 50
Westminster,	498 85
Williams,	220 15
R. C. Separate Schools,	30 00
	$3286 85
	£821 14 3

39. County of Elgin.

Aldborough,	107 8
Bayham,	360 5
Dorchester, South	143 0
Dunwich,	338 50

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COUNTY OF ELGIN.—*Continued.*

TOWNSHIPS.	APPORTIONMENT. $ cts.
Malahide,	438 55
Southwold,	515 20
Yarmouth,	534 45
	$2337 65
	£584 8 3

40. COUNTY OF KENT.

Camden and Zone,	181 70
Chatham,	181 60
Dover, East and West	159 95
Harwich,	242 55
Howard,	345 10
Orford,	162 75
Raleigh,	315 00
Romney, based on Local Superintendents' returns	49 70

COUNTY OF KENT.—*Continued.*

TOWNSHIPS.	APPORTIONMENT. $ cts.
Tilbury, East	39 55
	$1677 90
	£419 9 6

41. COUNTY OF LAMBTON.

Bosanquet,	136 85
Brooke, Dawn, Enniskillen, (Based upon Local Superintendents' returns)	26 25 / 49 00 / 12 60
Euphemia,	157 85
Moore,	177 45
Plympton	202 30
Sarnia,	136 50
Sombra,	152 60
Warwick,	246 05
	$1297 45
	£324 7 3

42. COUNTY OF ESSEX.

Based upon Local Superintendents' returns.

TOWNSHIPS.	APPORTIONMENT. $ cts.
Anderton,	46 55
Colchester,	184 10
Gosfield,	197 40
Maidstone,	119 70
Malden,	126 85
Mersea,	138 25
Rochester,	109 55
Sandwich,	451 95
Tilbury, West	66 15
R. C. Separate Schools,	68 00
	$1508 50
	£377 2 6

EDUCATION OFFICE,
TORONTO, *4th June*, 1855.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 18th April, 1855.

The Chief Superintendent of Schools, on the recommendation of the masters of the Normal School, and under the authority of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted the undermentioned students of the Normal School during the Thirteenth Session 1854-1855, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada.

[*Each Certificate is numbered and recorded in the Register of the Department in the following alphabetical order; but the order does not indicate any distinction of merit in the class.*]

FIRST CLASS.

Males.

262. John Livingston.
263. James McGrigor.
264. Archibald McMurchy.
265. Donald Munn.

Females.

266. Catharine Cattanach.
267. Helen Elizabeth Clark.
268. Mary Anne De Cew.
269. Rebecca De Cew.
270. Harriet Anne Lind.
271. Mary Anne Murray.
272. Henrietta Shenick.

SECOND CLASS.

Males.

273. Joseph Fellows Adams.
274. Robert Alexander.
275. William Reader Bigg.
276. Peter Campbell.
277. Edmund Peter Costello.
278. Edward Lee Forsyth.
279. Henry Gick.
280. Alexander McKenzie.
281. Colin McKerchar.
282. James Minions.

SECOND CLASS.—(*Continued.*)

283. John Morton.
284. Thomas Plunket.
285. John Horton Wright.

Females.

286. Anne Musgrove Armstrong.
287. Emma Arnold.
288. Matilda Backhouse.
289. Mary Brown.
290. Mary Frances Brown.
291. Elizabeth Campbell.
292. Angeline Brown Ford.
293. Sarah Anne Fuller.
294. Catharine Gunn.
295. Lydia Sophia Munday.
296. Juliana Myers.
297. Louisa Porter.
298. Mary Porter.
299. Anne Jane Quinn.
300. Adelaide Rogers.
301. Mary Sheppard.
302. Esther Sudborough.
303. Mary Anne Sweeny.
304. Adeline Van Every.
305. Emeline Van Every.

FIRST CLASS.

306. John Raine.

LIST OF TEXT-BOOKS FOR GRAMMAR SCHOOLS

IN UPPER CANADA, PRESCRIBED BY THE COUNCIL OF PUBLIC INSTRUCTION, UNDER THE AUTHORITY OF THE 6TH SECTION OF THE GRAMMAR SCHOOL ACT, 16 VIC. CH, 186.

[NOTE.—The Grammar School Trustees can select such text books from the following list as they may approve; but in no case should more than one series of books be permitted to be used in each school.]

I. LATIN.

Arnold's First and Second Book, 63 cts. each, $6.75 per doz.
Arnold's Prose Composition, 87 cts. eaqh, $9.50 per doz.
Anthon's Latin and English Dictionary. 12mo. $1.70 each, $17.25 per doz.
Bullions' Adam's Grammar, 75 cts. each, $8.50 per doz.
Edinburgh Academy Rudiments, 45 cts. each, $4.75 per doz.
Eton Grammar, *le.* White's, Yonge's, etc. 60 cts. each, $6.90 per doz.
Kaltschmidt's Latin and English Dictionary. 12mo. (Chambers' Educational Course.) $1.80 each, bound together; $1 00 each, Latin part; 90 cts. each, English part.

II. GREEK.

Arnold's First Book, 63 cts. each, $6.75 per doz.
Arnold's First Prose Composition, 63 cts. each, $6.75 per doz.
Arnold's Second Prose Composition, 63 cts. each, $6.75 per doz.
Arnold's Reading Book, $1.00 each, $11. per doz
Bullions' Grammar, 90 cts. each, $10.25 per doz.
Edinburgh Academy Rudiments, 75 cts. each, $8.40 per doz.
Eton Grammar. Homer's, Routledge's, etc. 90 cts. each, $10.25 per doz.
Anthon's Prosody, Eng. Edi. 55 cts. each, Am. Edi. 63 cts.
Liddell & Scott's Greek Lexicon. (Abridged.) Eng. Edi. $2.00 each, $20.40 per doz.
Donnegan's Greek Lexicon. 8vo. $3.25 cloth, $3.75 sheep, each.

Classical Dictionaries, etc.

Smith's Classical Dictionary; illustrated. 8vo. Eng. Edi. $3.20 each, $37.00 per doz.
Smith's Smaller Classical Dictionary. } Illustrated, 12mo. Eng. Edi. $1.60 each,
Smith's Smaller Dictionary of Antiquities. } $18.60 per doz.
Rich's Companion to Latin Dictionary and Greek Lexicon, $3.75 each, $43.20 per doz.
Baird's Classical Manual, 40 cts. each, $4.50 per doz.

III. FRENCH.

Merlet's Grammar. Eng. Edi. $1.20 each, $14.00 per doz.
Merlet's La Traducteur. Eng. Edi. $1.20 each, $14.00 per doz. } Also in parts.
Merlet's Dictionary of Difficulties. Eng. Edi. $1.45 each, $16.50 per doz. } parts.
Arnold's First Book
Arnold's Vocabulary.
Noël and Chapsal's Grammar, (in French,) 70 cts. each, $7.50 per doz.
Collot's Levizac's Grammar,
Collot's Pronouncing Reader,
Collot's Interlinear Reader,
Collot's Anecdotes and Questions,
Collot's Dialogues and Phrases,
} 50 cts. each, $5.25 per doz. Am. Edi. *hz.*
Collot's French and English Dictionary. 8vo. $3.00 each,
Surrenne's New Manual, Am. Edi. 55 cts. $6.00 per doz. Eng. Edi. 75 cts. $8.40 per doz.
Spiers and Surrenne's French and English Dictionary. (12mo.) Am. Edi. $1.25 each, $14.00 per doz. Eng. Edi. $2.10 each, $24.00 per doz.

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IV. ENGLISH.

Lennie's Grammar, 34 cts. each, $3.60 per doz.

Bullions' Grammar, 50 cts. $5.50 per doz.

National or Sullivan's Grammar: National 13 cts. each, $1.10 per doz; Sullivan's 20 cts. each, $1.80 per doz.

Art of Reading. (National Series.) 20 cts. each, $1.90 per doz.

Sullivan's Dictionary of Derivations, 50 cts. each, $4.80 per doz.

Sullivan's English Dictionary, 70 cts. each. $6.60 per doz.

The National Readers. English Editions. Price as follows: *

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Third	"	20 "	$2 15	"
Fourth	"	25 "	$2.40	"
Fifth	"	25 "	$2.40	"
Sixth	"	25 "	$2.40	"

Sullivan's Spelling Book Superseded, 25 cts. each. $2.40 per doz.

Sullivan's Literary Class Book, 62 cts. each, $6.00 per doz.

Whately's Lessons on Reasoning, Eng. Edi. *jwp.* 38 cts. each, $3.95 per doz.

Whately's Lessons on Christian Evidences, or the Truth of Christianity. (Appendix to 4th National Reader.) Eng. Edi. 10 cts each, $1.00 per doz. Am. Edi. 25 cts. each, $2.75 per doz. including Questions in a separate pamphlet.

Whately's Introductory Lessons on the British Constitution, 13 cts. each. $1.20 per doz.

Political Economy in Chambers' Educational Course, 40 cts. each, $4.20 per doz.

Spalding's English Literature. Eng. or Am. Edi. 75 cts. each, $8.40 per doz.

Reid's Rudiments of English Composition, 45 cts. each, $4.75 per doz.

V. MATHEMATICS.

Arithmetic in Theory and Practice. (National Series.) Eng. Edi. 30 cts. each, $2.70 per doz.

Thompson's, (James, LL.D., Glasgow) Arithmetic.

Thompson's, (James, LL.D., Glasgow) Algebra, 95 cts. each, $10.80 per doz.

Loomis' Treatise on Algebra, 88 cts. each, $9.60 per doz.

Colenso's Simson's Euclid, $1.05 each, $12.00 per doz.

Colenso's Algebra, Part I., 85 cts., $9.60 per doz.

Potts' Euclid, 75 cts. each, $8.15 per doz.

Mensuration and Appendix (National Series.) Mensuration 22 cts. each, $1 90 per doz.; Appendix 14 cts each, $1.35 per doz.

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White's Elements of General History, Parts I. II. III., (Ancient, Middle Ages, and Modern) $1.50 each, $16.75 per dozen, bound together.

White's History of Great Britain and Ireland, 75 cts. each, $8.40 per doz.

White's History of France, 75 cts. each, $8.40 per doz.

Putz's Ancient Geography and History. By Arnold & Paul.		87 cts. ea, $9.50 per doz.,
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Putz's Modern Geography and History.	Ditto.	87 cts. ea, $9.50 per doz.

Johnston's General School Atlas.
Johnston's Physical School Atlas.
Johnston's Classical School Atlas. } $2.50 each, $27.00 per doz.

Pillans' Physical and Classical Geography, (Companion to Johnston's Classical Atlas) 80 cts. each, $8.60 per dozen.

VII. PHYSICAL SCIENCE.

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N.B.—The above text-books can be procured at the Educational Depository, Toronto,

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Cornelius Nepos.

Arnold's Cornelius Nepos, Am. Edi., *dac.*, 88 cts. each, $9.50 per doz.

Anthon's Cornelius Nepos, Am. Edi., *hb.*, 88 cts. each, $9.50 per doz.

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Caius Julius Cæsar.

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Anthon's Cæsar's Commentaries, Am. Edi., *hb.*, 88 cts. each, $9.50 per doz.

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Publius Virgilius Maro.

Anthon's Virgil's Æneid, with metrical clavis and index, Am. Edi., *hb.*, $1.05 each, $12 00 per doz.

Anthon's Virgil's Æneid, with metrical clavis and index, by Trollope, Eng. Edi., *wtc.*, $1.60 each. $17.40 per doz.

Anthon's Virgil's Æneid, without clavis or index, by Major, Eng. Edi., *jwp.*, $1.15 each, $12.60 per doz.

Hunter's Virgil's Æneid. 24mo. Eng. Edi., *ob.*, 75 cts. each, $8.40 per doz.

Cooper's Virgil's Entire Works. 8vo. Am. Edi., *fbc.*, $1.63 each.

Virgil's Entire Works:—Oxford Pocket Classics, Eng. Edi., *jhp.*, —— cts. each, —— per doz.

Thompson's Virgil's Entire Works, with 200 beautiful Illustrations, 12mo. Eng Edi., *rgc.*, $1.50 each, $16.00 per doz.

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Lucian.

Also other Classical Texts, Authors, and Works, authorised by the University, and useful to masters, as works of reference, &c., &c. [*See No. XII Miscellaneous.*]

LEXICONS.

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Pickering's Lexicon. 8vo., *rkc-lbc.*, $3.25 each, $3.00 each per half doz,

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Surrenne's Voltaire's Charles XII., 24mo., Eng. Edi., *ob.*, 33 cts. each, $3.60 per doz.

* The first and second books are not required to be used in the Grammar Schools, but they are inserted here in order to give the series complete. The sixth book is designed for girls.

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Italia Antiqua	ditto	$2.38 each,	
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" France	ditto		
" Italy	ditto	and	
" India	ditto		
" Spain and Portugal	ditto	Varnished.	
" the World.....	ditto		
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Do. do. do. with Mahogany *high* frames, and case per pair.....	23.00
Do. do. 6 inches, with bronzed frame and case per pair	8.00

N.B. The Legislature having, in addition to the Library Grant, made a separate apportionment for providing Grammar and Common Schools with Maps and Apparatus, (not text books,) *one hundred per cent.* will be added upon all sums of not less than five dollars transmitted to the Department by any School Section, Board of Trustees or Municipality for the purchase of School Maps, Charts and Apparatus at the Educational Depository.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

In addition to the Grammar and Common School Improvement Act and new Roman Catholic Separate School Act passed during the last Session of the Legislature, an Act has also been passed "to provide means for the sale of lands held for the purposes of Educational Institutions in Upper Canada, when such lands cannot be conveniently used for such purposes."... A correspondent sends us the following:—"A meeting of the Teachers of the Counties of Wentworth and Halton, convened by public notice, was held in the Central School, Hamilton, on Saturday the 9th inst., for the purpose of forming a Teachers' Institute. Though the attendance was not so large as was expected, yet a great deal of business was transacted. The President (the Rev. Mr. McClure) and the usual officers attached to similar associations were duly elected. The various Teachers to write and read essays, to teach lessons and give lectures at the next meeting were appointed, also the matters for discussion named, so that on the whole everything promises well, and it is to be hoped that the Teachers of the two Counties will attend the next convention to be held at the same place on Friday and Saturday the 6th and 7th proximo.

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BRITISH AND FOREIGN.

BRITISH AND FOREIGN SCHOOL SOCIETY.

The annual meeting of this society, preceded by the usual examination, took place on Tuesday, May 8th, at the school room in the Borough-road, London. The Duke of Argyle presided. The reports stated that the average attendance at the model schools during the past year had been 977, affording employment to 32 pupil-teachers. The normal schools had been attended by 148 young men and 157 young women. Cetificates of merit had been awarded to 57 students, 55 new Queen's scholars had been admitted, and 140 schools had been supplied with teachers. In the agency department 692 visits of inspection had been paid to schools, in 443 towns and villages; 96 public meetings had been held, and 41 new schools opened, affording education, it was supposed, to 4,000 additional children. Grants had been made to schools in the East and West Indies, Ceylon, New Zealand, and the South Seas, and correspondence maintained with the friends of education in Southern and Western Africa, Canada, Australia, Greece, and Syria. The total receipts of the year had been £17,358, of which £5,425 consisted of legacies; the expenditure, including a payment of loan, £15,691. The meeting was addressed by the Dean of Hereford, Mr. R A. Slaney, Mr. S. Gurney, and the Revs. W. Cadman, W. Arthur, J Aldis, and W. Gill: the proceedings terminated with a vote of thanks to the chairman.

RAGGED SCHOOLS.

The Eleventh annual meeting of the Ragged School Union was held on Monday, May 7th, at Exeter-hall; the Earl of Shaftesbury in the chair. It appears that 300 schools connected with the society are now at work in the metropolis. In connection with the institutions now on the society's list there are 113 Sunday-schools, with 14,248 scholars; 79 Day schools, with 10,449 scholars; 108 evening schools, with 7.184 scholars. The increase of scholars during the past year was—in Sunday-schools, 1,148; in Day-schools, 1,449; in industrial classes, 294. The average of shoe-blacks engaged was 95, 54 of whom had been sent out during the last six or seven months. The total earnings were £1,443 7s., and the number of pairs of boots and shoes cleaned 346,404; 337 scholars had been sent from 54 of the schools to situations, the remaining 80 schools not having forwarded their returns. The income of the union was £5,085; the balance at the bankers, £453.

PUBLIC EDUCATION IN GREAT BRITAIN.

There is an increase in the Civil Service estimates for the departments of Education, Science, and Art, for the year ending the 31st of March, 1856, amount to £816,328, showing an increase of £92,918 upon the last year. There is an increase of £118,931 under the head of Public Education in Great Britain, and £22,160 in Ireland. The principal item of decrease is from £101,142 to £37,720 for the buildings of the British Museum.

NON-SECTARIAN EDUCATION IN SCOTLAND.

The last English mail contains an account of an important public meeting held in Edinburgh, for the purpose of getting a new education measure for Scotland passed. It was resolved by the meeting:—"That the machinery for education in Scotland is not adapted to the present circumstances of the country; that Scotland is ripe for a measure establishing a system by which every child in the kingdom may receive a sufficient education, and that such a system should not be sectarian or exclusive—should not operate by means of Privy Council grants to different associations, but should be national, and not denominational; should recognize the eligibility of the best qualified teachers without regard to sect or party, and should vest the management of schools, the appointment and removal of schoolmasters, the control over the expenditure, and the regulation of the branches of education to be taught, in popularly elected local boards."

UNITED STATES.

A NEW SCHOOL LAW FOR THE STATE OF NEW YORK.

A new school bill introduced into the Assembly provides, that on the 1st day of May the Town Superintendents shall meet at the County Clerk's office, and elect, by ballot, certain Deputy Superintendents to hold their offices to January 1, 1857; their successors to hold for three years. Their compensation is to be three dollars per day, when actually in service, to be audited by the Superintendent of Public instruction, and paid out of the United States Deposit Fund. These Deputy Superintendents are to examine the schools as often as possible, to consult with the Trustees, advise in regard to ventilation, play-grounds, outhouses, and to recommend books, to examine teachers and give and revoke their certificates, and to promote education generally. There is no limitation upon the number of these appointments except that every county must have at least one, and every county with two representatives in the Assembly, must have at least two. The bill proposes to substitute for the present $800,000, raised for Free School, a three-quarter mill tax. On the aggregate valuation of 1854, this would amount to $1,023,115.

ELMIRA FEMALE COLLEGE.

We learn from the Elmira *Republican* that this institution, the embodiment of a beneficent idea, *will* be completed at an early day in the month of the coming October. It is a novel experiment, without a precedent in the Union. It will stand in relation to the best existing female seminaries, the same as colleges in their relation to the higher schools and academies, one step in advance.

THE RIGHTS OF SCHOOLMASTERS AND PARENTS.

A case of considerable interest was tried before Justice Ladd, of Cambridge, recently. A citizen of Newton was complained of for an assault upon the master of a school at that place. It appeared that the master was in the habit, as is now the general custom, of keeping the child of defendant, with other scholars, after school hours, to learn her lessons, which had been imperfectly recited during school hours. The parent believing that the detention was illegal, went to the school-house and demanded his child. This was after regular school hours. The master said that the child should go as soon as she had recited her lesson. The parent attempted to enter the school-room to take his child, but his entrance was resisted by the master, and the assault upon the master was the result. The Court ruled that the kepping of a child until the lessons of the day had been perfected, was legal; that the parent in attempting to enter the school-room, in opposition to the will of the master, was in the wrong; that a child placed at school by the parents is under the control of the master, until regularly dismissed; and that a parent cannot withdraw the child from school during the day against the master's will, except through the intervention of an officer and the school-committee. The defendant was fined $30 and costs.—*Boston Traveller.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The Picton U. C. *Gazette* mentions a somewhat extraordinary phenomenon, which occurred on the shores of Prince Edward County, on Wednesday. The water receded to a considerable distance without any assignable cause. In Picton Harbor it fell nearly three feet, and had not, at the time the article was written, recovered its usual level At Wellington, the water fell between four and five feet, and at South Bay it receded forty-nine paces....The Manchester (Eng.) Guardian says:—"We regret to announce the death of Mrs. Nichol, formerly Miss Brontë, who, under the *nom de plume* of Currer Bell, established a lasting reputation by the publication of 'Jane Eyre.' We have two other novels from her pen, 'Shirley,' and 'Vilette,' and all are especially distinguished for great power of conception and vigorous portrayal of character. The unfortunate lady, who was the last survivor of a family of six, died on Saturday, March 31st, at her father's house at Haworth, Yorkshire."....Sir Henry De la Beche died on Friday morning, the 12th of April, at ten o'clock. Sir Henry was Director of the Geological Survey, Director of the Museum of Practical Geology, and Director of the Government School of Mines....The Athenæum states that Mr. Henry Reeve, translator of De Tocqueville's book on America, has been appointed editor of the Edinburgh Review....A memoir of the Rev. Sydney Smith is to be published by his daughter, Lady Holland....Lord Carlisle has resigned the presidency of the Royal Society of Literature, on going to Ireland as lord-lieutenant....One of the last acts of the Emperor Nicholas was to present a diamond ring to a writer named Rottchoff, for a pamphlet entitled, "The Truth about England."....Since the commencement of the year 1855 the weekly sale of the Illustrated London News has been upward of one hundred and thirty thousand copies....The Inverness *Courier* publishes a letter from a London correspondent who says: "When Thackeray finishes his 'Newcomes,' he will go to America with a new set of lectures all hot for the Yankees, and not delivered here first. I believe Mr. Macaulay's historical volumes 'will' appear this year. Mr. Carlyle is working at the life of Frederick the Great. He seems to get despondent about it occasionally, perhaps from fits of disgust with the characters it brings him into contact with. Mr. Tennyson has a new volume of poems 'written,' which are spoken of as equal to anything he has done; but when

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or how they will appear, I cannot say. He lives very quietly in the Isle of Wight, and has a young family springing up about him."....English papers of late date say that Mr. Brun Rollet, a Piedmontese, well known for his travels in Central Africa, and for his interesting descriptions of the nations that inhabit the banks of the White River, has arrived at Turin. He is shortly to start again for Kartoom, to resume his travels ...The naturalist, Ch de Meyer, known to the scientific world by his travels among the Altai Mountains, and in the regions of the Caucasus, died on the 28th ult....In Messrs. John W. Parker and Son's list of recent publications, Mr. J. S. Smith, Fellow of Balliol College, Oxford, is announced as the author of the 'Plurality of Worlds," which has been generally ascribed to Professor Wherwell....In connection with the great Exhibition in Paris, there are to be, as at London, in 1851, a large number of highly important conventions, designed to include the representatives of all nations. Three of those of which we have heard, will have an interest for American readers....The second assembly of the Statistical Congress was held at Brussels in 1851. At that time it was left to a standing committee to propose the place and occasion of the next meeting. Paris is now announced as the place, during the time of the Exhibition, but more precise information will presently be given. We hope that our country, which is paying, of late, so much attention to statistical science, will be ably represented at that time, and especially by gentlemen who are sufficiently familiar with French to take part in the deliberations. Experience has shown the importance of this last suggestion. There is also to be a convention of the friends of charitable institutions, particularly, as we understand it, of those who are interested in benevolent enterprises for the elevation of the poor and industrial classes. An assembly is also proposed, of those who are interested in, and qualified to speak, in regard to improvements in "International Commercial Law."

REPORT OF THE JUDGES ON THE PRIZE ESSAYS ON CANADA.

The Committee to whom the Executive Committee on the Paris Exhibition referred the selection of the Prize Essays on Canada, submit the following Report:

The Committee have received from the Secretary nineteen Essays, eighteen of which have been carefully considered, but the nineteenth is so illegibly written, that it has been quite impossible to decipher it, without an amount of time and pains, which the several Members of the Committee have been unable to give.

Of the Eighteen Essays, the Committee have selected three, with the following mottoes: "Labor omnia vincit."—" J'ai vu ce qu je racoute."—and "Virtute et labore, dum spiro spero"—as those which in their judgment are entitled to prizes, but they have been unable to decide upon the order in which they shall stand, as they are equally divided in opinion upon their classification, and they, therefore report them to the Executive Committee simply as prize worthy, considering it better not to make particular reference to their notes, as to the position which each Essay should occupy on the Prize list.

In addition to these three Essays, the Committee recommend those with the following mottoes: "Suam quisque pellem portat."—"Reddit ubi Cererem tellus inarata quotannis."—and "It is with nations as with nature, she knows no pause in progress or developement, and attaches her curse to all inaction"—to the favorable consideration of the Executive Committee, either as deserving to be published at the public expense, or as entitling their authors to some gratuity to assist in their publication, as the Executive Committee shall deem best, with the consent, and at the option of the authors themselves.

The Committee have been most favorably impressed by several of the remaining Essays, and while they have not considered it necessary to make any further classification, they cannot avoid congratulating the country that the opportunity has been afforded so many able writers of displaying the capabilities of this noble Province.

In conclusion, the Committee regret that their various avocations, since they were named as Judges, have kept them so constantly engaged, that they have not been able to give so close an attention to all these Essays as they should have desired, but they have given them the most careful consideration the time allotted would permit, and although there is not one, even of those reported without several errors of detail or description, they have risen from their perusal with much gratification, arising as well from the great amount of correct statistical information that has been brought together, as from the most agreeable and readable shape in which much of it has been prepared for the public eye.

(Signed)—J. Hillyard Cameron, D. B. Stevenson, Robert Christie, E. Parent, L. H. Holton, A. N. Morin.—Quebec, 23rd April, 1855.

The Executive Committee had determined that in case the majority of the Judges should be unable to agree as to the classification of the Essays for the Prizes, it would be advisable to request His Excellency the Governor General to make the award, and accordingly on receiving the above report, they begged His Excellency to undertake the task, which His Excellency was good enough to consent to.

The following is the decision of His Excellency:—

The Governor General having carefully perused and considered the Essays placed in his hands by the Judges, assigns the first place to that one bearing the motto

"Labor omnia vincit."

The other two, though very different in character, he has great difficulty in placing. The French essay (J'ai vu ce que je raconte,) is more readable, and in some respects preferable to the English one

"Virtute et labore dum spiro, spero."

On the other hand, the English is more systematic and concise, and for purposes of reference conveys more information, and it is impossible to treat them as equal, which His Excellency would willingly do. It seems proper to assign the second prize to the latter of the two, and the third to the French.—(Signed) EDMUND HEAD.

May 1st, 1855.

The Executive Committee have, therefore, to announce that the first prize is awarded to John Sheridan Hogan, Esq., author of the Essay with the motto "Labor omnia vincit" (*)—the 2nd prize to Alexander Morris, Esq, of Montreal, with the motto "Virtute et labore, dum spiro, spero," and the third prize to J. C. Taché, Esq., M. P. P, author of the Essay with the motto 'J'ai vu ce que je raconte."

In accordance with the recommendation of the Judges, the Executive Committee have awarded three extra prizes of £25 each, to the authors of the Essays bearing the mottoes "Suam quisque pellem portat"—"Reddit ubi Cererem tellus inarata quotannis"—and 'It is with nations as with nature, she knows no pause in progress and developement, and attaches her curse to all inaction." The authors of these Essays are Hector L. Langevin, Esq., of the City of Quebec; E. Billings, Esq., of the City of Ottawa, and William Hutton, Esq, Secretary Board of Statistics, Quebec. The authors of the other Essays may obtain them on application to the Assistant Secretary of the Committee, I. R. Eckart, Esq., Quebec.

FRANCIS HINCKS, Chairman, Executive Committee.

May 10, 1855.

(*) Mr. Hogan's card, in addition to his name contained the following memorandum,—"He takes the opportunity of stating, that the valuable statistics upon Agriculture and Commerce in the accompanying Essay, were derived from Evelyn Campbell, Esq., of the Statistics Office.

PUBLIC LIBRARY NOTICE.

To Municipal and School Corporations in Upper Canada.

Until further notice, the undersigned will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

E. RYERSON.

EDUCATION OFFICE,
Toronto, 1st February, 1855.

MAPS AND APPARATUS—NOTICE.

The Legislature having acceded to my recommendation to grant annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the undersigned will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, forwarded to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees.

E. RYERSON.

EDUCATION OFFICE,
Toronto, 18th June, 1855.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

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CONTENTS OF THIS NUMBER.

	PAGE
I. On the Use of Models and Diagrams	96
II. PAPERS ON PRACTICAL EDUCATION.—1. Singing in School. 2. Untruthfulness in Schools, its Preventative and Remedy. 3. School Jurisprudence. 4. On Teaching Geography. 5. Aptitude in Teaching. 6. Some General Rules and Principles. 7. Hints, Suggestions and Questions to Teachers	100
III. EDITORIAL.—1. Circular to Boards of Grammar School Trustees. 2. Duties of Inspectors of Grammar Schools. 3. School Discipline in regard to Pupils going to and from School. 4. An Act to provide for the Sale of School Lands under certain circumstances	104
IV. MISCELLANEOUS.—1. The Dame-School of 40 years ago. (Poetry.) 2. Geographical extent of Canada. 3. American Prohibitory Liquor Law. 4. National Debts. 5. Mineral Wealth of England. 6. Curious Typographical Error. 7. An inch of Rain on the Atlantic. 8. The Good Teacher. 9. Education a Delusion against Popular Delusion. 10. Advice to Parents. 11. How to Reprove. 12. The Art of Conversation. 13. Development. 14. Library Books and Friends	106
V. EDUCATIONAL INTELLIGENCE.—1. Appointments in the Educational Department, U.C. 2. Canada Monthly Summary. 3. British and Foreign Monthly Summary. 4. Common Schools in New Jersey	109
VI. LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Lunar Eclipse in May, 1855. 3. Stone Quarries under Jerusalem. 4. Public Museums and Libraries in Ireland. 5. Annual Rise of Rivers. 6. Interior of Africa. 7. Color in Decoration	110
VII. Departmental Notices and Advertisements	112

ON THE USE OF MODELS AND DIAGRAMS.

A Lecture delivered in connection with the Educational Exhibition, London, June, 1854; by T. SOPWITH, *Esq.**

My present object is to speak of MODELS and DIAGRAMS, as applicable to ordinary use in schools.

Of these, models are the more valuable, inasmuch as they represent the solid form of an object, and can be viewed in any direction, whereas a diagram, even in its most pictorial form, only presents one aspect of the object; and if different portions of the same object are required to be shown, they must of necessity be delineated in separate diagrams. The portability and cheapness of diagrams, however, as compared with models, render them, on the whole, better adapted for extensive use in schools; and even the disadvantage of presenting only one face of an object may be turned to some account, and become a means of instruction, inasmuch as all the practical applications of drawing depend on a right appreciation of the laws under which solid forms can be represented on a plane surface.

The present time is more especially suited for some illustration of this subject, inasmuch as an opportunity is now afforded in this exhibition whereby every one may examine a great variety of the best models and diagrams. And precisely in the degree in which such opportunities are afforded, it is important that teachers of every class should endeavor to study their importance, and to adopt them in their several schools.

It is not my intention here to speak at any length on the subject of what may be called the highest class of models, in which machinery, or any other complicated conditions, are exhibited; because such models are only to be found, generally speaking, in the hands of those who are competent to use them, and fully illustrate their several properties. Such models are not attainable in ordinary schools, nor can they ever be largely applied in the general purposes of education. I would, however, observe, that one or two good models of mechanical construction, of a superior description, cannot fail to be of use, as examples of the highest class of illustration, and as a standard with which to compare the more elementary forms—and in works of art a few very excellent examples may be obtained at a moderate cost. For general use, however, in schools, models must be, as much as possible, of a simple and inexpensive kind, and it is to such as are within the scope of ordinary schools that I would now more especially advert.

The real use of a model is to carry the mind from the actual observation of a small object presented to the eye, to the comprehension of a larger object not presented to view, and in doing this the mind is necessarily employed in a study of relative dimensions, and of corresponding forms. Excellent models of geometrical forms, as the cube, &c., are to be had at a small cost; but in the smallest village school, unprovided with funds for the purchase of expensive models, much may be done at a very small cost—as for example, the construction of a cube, and other geometrical figures, may be explained by a piece of pasteboard, and the mode of construction is in itself an explanation of geometrical conditions; as for example, that the tetrahedron is bounded by four surfaces, the cube by six, and the pupils may with advantage be exercised in the construction of such figures. The instrument called a *gonigraph* may be easily made by a country carpenter, or even by a skilful lad, and is well represented by the ordinary scales or rules used in France. It affords a ready model of various geometrical figures, and derives its name from Greek words, signifying to draw or describe angles. I am now adverting to the simplest forms of illustration, but which, simple and elementary as they are, we

* By a reference to the Act published in the *Journal of Education* for last month, (page 86,) it will be seen that the Legislature has recently granted the sum of $10,000 per annum for the supply of Grammar and Common Schools with Maps and Apparatus. See notice on page 112 of this *Journal*.

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do not find them in the generality of country schools, although much progress has undoubtedly been made in late years in this direction. I do not attempt, in the compass of a single lecture, to notice the various models which are applicable to schools, or to describe separately the mode in which they are to be used; my chief object is to urge the universal adoption of models and diagrams, as a means of instruction, and to illustrate by one or two familiar examples the manner in which very cheap and simple, and yet effective models may be brought within the reach of even the village schoolmaster.

In astronomy it is desirable that all scholars should learn something of the motions, and magnitudes, and distances of the heavenly bodies. The most rapid motion which can be readily comprehended by boys is about twenty miles an hour, or one mile in three minutes. It is about double the quickest speed they see in road vehicles, and is a usual rate on railways, but it will be brought still nearer to their comprehension within the walls of the school-room, by a white ball fastened to a string of about three feet in length, and whirled round at the rate of two revolutions—nearly forty feet in each second. By graduating the length of the string, and timing the revolutions to 120 in each minute, the length of a mile may be described by the ball in three minutes; and if this were continued an hour, we should have twenty miles of space passed over by the ball. When once the minds of children are directed to a palpable illustration of this kind, they have obtained, as it were, the seeds of knowledge—they have a foundation on which to rest future researches of a like kind, and without some such solid, distinct, clear, and palpable exhibition of the rate of motion, no definite ideas will be afforded by the most skilful and elaborate study of mere figures unapplied to some such datum as I have here endeavored to describe. Very few persons have clear conceptions about space and motion. If we ask a child the meaning of a sentence which it has read, we probably find that no solid or distinct ideas of the meaning of the sentence have been formed, and so it is with children of a larger growth—with men, and even with able and accomplished men—propositions involving large conditions of space and motion are read and stated by them as truths, without even attempting to resolve them into tangible considerations. What, for example, is so common as to hear it said of Archimedes, that if he had a fulcrum on which to base his operations, the power of a lever would enable him to move the world, and so it is taken for granted that by an enormous lever, the weight of Archimedes, exerted at the extremity of its enormous arm, would suffice to move the world. In theory this is true, but how few have an idea how far it is from all practical value. If Archimedes had machinery free from friction, and in perfect equilibrium, so that his whole power could be made available, it would require, at sixteen hours a day, and using his whole power, more than seven millions of years to move the earth. But then it may be said—what do you call motion—through what vast space would he not have moved it in that immense period, if endued with life amounting, one might almost say, to a fraction of eternity itself? I have assigned a moderate enough space, through which it would be moved, viz., the one hundred millionth part of an inch. If we consider, then, that of this $\frac{1}{100000000}$ of an inch, only about $\frac{1}{100000}$ part could be accomplished in the incessant labor of fifty years, we find that it amounts to so inconceivably small space, so very far beneath the utmost power of the microscope, that instead of confirming the notion of motion, it seems, if it were possible, to add value to the notion of actual permanency. Now, in carrying ideas of space and motion from terrestrial to celestial objects, I may mention a very simple and pleasing illustration. Suppose a white ball, of ten or twelve inches diameter, placed in the open air on a clear day, when the sun and moon are both visible. The ball may be so placed as to appear immediately under the moon, when viewed through a small aperture properly fixed. It may be so placed also in regard to distance from such aperture, as to appear about the same size of the moon. Now, if the sun's rays fall on this ball, just so much of its surface will be brightly illumined as will correspond with the light portion of the moon, and the teacher will then explain that the rays of the sun are falling on two balls or globes—the one the moon, at a great distance, the other the ball, of ten or twelve inches—and by moving the latter, the increase of apparent diameter as it is brought near, and the decrease of its magnitude when removed further away, may be fully explained. On the following day similar lessons may show the altered position of the moon, and the reason of its altered phase, and illustrations of this kind may serve as a foundation on which to convey information as to the other heavenly bodies. I recommend circles to be painted on the school ceiling, representing the earth by one inch in diameter, the moon one quarter inch at a distance of thirty inches, and an outer circle of nine feet two inches in diameter, to represent the circumference of the sun. When these enormous magnitudes have been in some degree appreciated, the distance of the fixed stars on the same scale, amounting to much more than 10,000 miles, may afford a further and most astounding example of the greatness and glory of the works of the Creator, as exemplified in the scale of the universe.

I now offer as an example of geological models, one which admits of being easily constructed, namely, by cutting sheets of variously colored paper so as to show the relative position and area of the geological formations of Great Britain. In this manner also, models of local districts may be easily made, by adopting the course of rivers as a base of operations, and then modelling the hills according to a scale of altitudes. Models of school-rooms, in card-board, might be made by active and ingenious scholars; and the great beauty of neatly-made paste-board models is such as to render them peculiarly fitted for exercises at school.

The lectures of the late Richard Dalton were an example of the great utility of models. He possessed a very large collection, illustrating mechanics, hydraulics, hydrostatics, optics, and astronomy. Among them were Attwood's machine for explaining accelerated motion, a printing press, a machine or portable mint for strking medals, a stocking-making machine, a working model of a locomotive engine and of various other steam engines, optical models, telescopes, microscopes, &c. It is much to be wished that similar collections of models could be found in every large town, and if moderate sums were appropriated by government to be given as premiums for such models, it would develop a large amount of practical merit, and be the means of furnishing an ample supply for schools.

The restorations of extinct animals now in progress at the Crystal Palace, by Mr. Wat rhouse Hawkins, bid fair to c. eate a laudable interest in such studies; and I am glad to have an opportunity of showing, by the small models now on the table, the clear and satisfactory manner in which Mr. Hawkins proposes to shew, not only the external form, but also the anatomical structure of the bones,—one side of the model being open for this purpose, whilst the other gives a complete view of the exterior.

Great animation is excited in the minds of children by any exercises which involve manipulation. If furnished with pieces of paste-board, they will soon learn to construct a rough model showing the walls of the school, and so proceed to represent hills by fixing wooden pins at intervals of the requisite height. In like manner they may cut out in paper, or in cardboard, areas representing the comparative magnitude of kingdoms, and thus arrive at some tangible notions of the dimensions of the globe on which we live, and of the planets and stars which adorn the heavens by night. The great value of all such instruction is the right direction of the mind and understanding, so as not only to know the condition of matter, but to feel that all nature pictures forth images of the greatness and glory of God.

Under the term of diagrams, almost every description of drawing may be included, inasmuch as highly-finished pictorial effects are sometimes required to illustrate architectural and geological, as well as historical and other subjects. The numerous and interesting specimens shown in this exhibition render it unnecessary either to describe them or to speak in general terms of their great beauty and value. My object is to draw attention to the means by which they may be more extensively used in ordinary schools, and to this end we must consider more especially—

The principles of construction;
The objects capable of illustration;
The materials to be employed; and
The special advantages they afford in promoting education.

There are certain guiding principles which regulate the correct practice of all arts of design, and a knowledge of these is essential to the teacher.

A diagram is the representation of one or more objects on a plane surface.

If we suppose a cylinder to be the object of which a diagram is to be made, it is evident that if the end alone is represented we have a circle, and a projection of it may be made on a plane parallel to the axis of the cylinder, so that the outline will be a square or a parallelogram. If lines only are employed, such a diagram will give no correct idea of the true form of the object; hence it becomes necessary in representing a diagram of a cylinder, as of every other object, that due regard is to be had to the exhibition of it in such a form as to convey a clear idea to the mind.

An uninstructed person who, for the first time, attempts to make such a diagram, is disposed to make a circle for the top, and then continue lines to represent the length of the cylinder; and, under certain conditions, this may be done by a principle to which I shall shortly advert; I notice this because it has frequently happened, in the course of my experience, that I have seen a pit shaft represented in this manner—a method so fallacious, as to give the most erroneous impressions.

To explain this, I will suppose the shaft of a mine, ten feet in diameter and one hundred feet deep; we have thus a cylinder of which the length is ten diameters.

I will suppose that at the top of this shaft there are two roads, each one hundred feet long—one being direct north, and the other direct east, from the top of the shaft. Suppose also, for the sake of simplicity in form and dimensions, that at the bottom of the shaft there are two drifts or galleries, each one hundred feet in length and going in two different directions, namely, south and west. Let us suppose that the

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relative position of the shaft, roads, and drifts, is to be shown in a diagram.

The inexperienced draughtsman may, in the first instance, make a drawing representing the roads, the same as on an ordinary ground plan, with the top of the pit (or hollow cylinder) at the point of intersection, by a scale, say of ten feet to one inch. He then, by the same scale, proceeds to lay down the shaft in a perpendicular line, and the south and west drifts in their relative position to the north and east roads.

Now the fallacy of such a figure as would thus be made is apparent; although many persons can correct, by their own actual knowledge of the true relation of the objects, any practical error as deduced from such a diagram; the knowledge of the designer may save him from the error of the drawing yet his diagram will convey no accurate idea to other persons.

We perceive, then, that every diagram must be designed in a certain relation to the truth, in order to convey correct ideas to others.

There are several methods of accomplishing this—

1. By a ground plan, or horizontal drawing.
2. By a sectional plan, or vertical drawing.
3. By an isometric projection.
4. By a parallel projection.

If the object to be designed or explained has relation only to one uniform plane surface, then the first of these modes is all that is required, but in every solid object the representation must depend on one or other of these methods of projection, unless perspective delineation is required. This does not come so much within the strict meaning of diagrams as generally understood, as of pictorial representation, which would introduce too wide a field for illustration in the compass of a lecture like this.

I consider diagrams, therefore, as being chiefly of such a nature as to require a close adherence to geometrical accuracy, and capable for the most part of being delineated by projection by parallel rays.

First.—On an horizontal plane, which, though it may be placed vertically, in order to be more clearly seen, is, nevertheless, so delineated as to represent a horizontal plane.

As, for example, a map of England, though placed upright against a school-room wall, is well understood to represent the nearly horizontal face of the country. Not so the geological sections or profile of railways to be found on some maps. These are to be delineated

Secondly.—By parallel projection on a vertical plane, and which, in like manner, is understood to be vertical, though lying flat on a table.

Both these models are especially meant to represent one surface only; if different surfaces are introduced, they are all laid down in separate drawings by the plain rules which regulate this method of delineation.

Thirdly.—When solid forms are to be delineated we may have recourse to isometrical drawing, which is best explained by reference to a cube, with a house and tower upon it; or

Fourthly.—By parallel projection, based on the theory of shadows, by which a principle is afforded for a mode of delineation of great practical value.

Such being the general principles or methods upon which diagrams may be conveniently constructed, we come now to a consideration of the objects capable of illustration, and this will be found to include a range so wide as to be almost co extensive with every department of human knowledge.

I shall first advert to number.—The most simple of all illustrations is that which represents a number by a space of length, and its relation to other numbers by lines of comparative length,—a method of teaching addition, subtraction, multiplication, and division, which ought to be in use in every school. A line, one inch long, is drawn to represent unity, and its extension to five, ten, or twenty times; the division into two, four, or more parts, are readily shown and made clear by a diagram. and this principle may be either applied by single lines or by bands of moderate breadth.

When the transition from one period to another is gradual, single lines, representing the time of observation, may be used; but when quantity or number is definite at separate periods, bands of moderate width are proper.

In this manner may be clearly shown the number of inhabitants in a town or parish, or in several, say ten or fifteen, towns;

The actual number of children at school;

The proper proportion according to age; and

The rate, above or below such proportion.

In the admirable diagrams of statistics prepared by the late Mr. Fletcher, the element of number is shown by intensity of shading; the useful application of such diagrams to physical geography is apparent on inspection.

A further application of diagrams of number may be made in relation to time, and I exhibit diagrams of simple and compound interest, showing the value of three and five per cent. at both these rates.

The accumulation of funds at the same rates, viz. the amount of one pound in forty years, and of one pound per annum in forty years, as also the present value of one pound payable from one to forty.

These diagrams are of great use in illustrating simple and compound interest.

Another general application of diagrams is to represent space in relation to area; for as to mere extension, that is only the repetition of number. In areas we have to deal with a different mode of progression, and the line three times the length of another is the index to an area or square of nine times. Thus the relative size of the school-room may be compared with one square yard, one rood, one acre, one square mile.

The relation of one square mile to one hundred square miles.

The relation of one hundred square miles to a county or kingdom.

The relative size of Canada, England, Scotland, and Ireland in squares.

This is easily done by taking the area in miles, the square root of which is the side of the proper square.

Then England or Great Britain may be made a scale of comparison for Europe, for land and water, and finally for the globe.

We may then proceed to represent the globe, and to illustrate its magnitude in comparison with that of the sun; and so, by a series of well-studied diagrams, carry the mind from magnitudes easily understood to those vast distances which can only be arrived at by steps of patient study, a process which is equally required in every department of art and science.

In considering area with reference to accurate divisions, we have to take into account the knowledge of scales, and to this the diagram No. 1, Surveying and Levelling, is especially directed, as shewing and explaining the use of a barometer in a school, and the construction of the Vernier scales.

Such exercises are a useful introduction to a study of the properties of air, its pressure, &c.: and are, moreover, useful manipulations—the very root of exact measurement, and of a habit of exact regard to dimensions.

One great use of diagrams is to accustom the eye to general points of information. I may here especially mention and strongly recommend, the excellent and cheap diagrams of the Working Men's Association, examples of which are on the walls of this exhibition, and ought to be very generally used in schools.

Children accustomed to draw simple forms acquire a facility which would soon enable them to multiply copies of good diagrams from copies sent to a district; and as a proof of this, I exhibit numerous examples of geometrical figures, drawn by scholars at Allenhead's school, after a few months' practice.

Schoolmasters might be paid a moderate price for such copies, according to their merit, and copies of diagrams may easily be made on tracing linen; by these and similar means no difficulty would exist as regards providing diagrams. What is most wanted is a due appreciation of their use and value on the part of conductors of schools. They may with advantage accompany almost every part of education, being available in the very outset of arithmetic to explain numeration and other rules; the copying of diagrams greatly tends to improve writing; they convey clear ideas of relative time, and show the combinations of number and time. They moreover occupy the attention of children so as to develop a degree of attention; and a considerable acquaintance with astronomy, geology, and other sciences, may thus be made with a clearness and facility which, without such aid, cannot be attained.

It has been my wish, in the brief limits of this lecture, to direct attention to the greatly extended use of models and diagrams in general education. This subject is one which is scarcely at all understood in the great majority of the humbler class of schools. I have endeavored, by a few examples, to point out the useful aid which they afford to the teacher, the animation they impart to others in dry and uninteresting lessons, the awakening of new ideas in the mind, and the formation of correct habits of thought. All these show forth the value of such means of illustration in the school, but here their value only begins—for they establish, in the eye of the youthful student, an exact habit of observation which will be of the greatest use in every stage of life. Whether it be in the recreations of travel, in the pursuit of science or in following industrial occupations of any kind, however humble, scarcely a day can pass without affording some opportunity of applying the kind of knowledge which is thus imparted. In every department, from the complicated details of finance or other statistical conditions which claim the mind of the statesman, down to the occupations of the humblest artisan, well-constructed diagrams may be made the means of presenting, as it were, in one field of view —combinations and relations of numbers, value, or space, in relation to time or other conditions, in a way which cannot be done by mere figures or descriptions.

At no former time, or at no former place, could these considerations be more appropriately urged than in this institution, when, for the first time in the history of the world, an attempt is made to bring from different nations whatever tends to illustrate educational progress, and to present them in union with those which have been adopted in this country. A lesson of deep significance is thus afforded, for as surely

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as light surpasses darkness, and wisdom surpasses folly, so will this nation decline in power, in knowledge, in wealth, and happiness, if other nations proceed in a more steady application of sound and useful principles of teaching. The state of some schools, in retired places, is scarcely one remove from the darkness of barbarism—sounds with less meaning than the war-howl of the savage (for that has a terrible, and, to his foes, a well-known meaning), sounds, I say, absolutely without meaning, are learnt by children without one solid idea of meaning attached thereto. Even the slang phrases of the ragged children of utter destitution are not pronounced without a meaning, only too clear and lamentable. Yet day after day, week after week, month after month, the routine of the reading lesson goes on without any clear perception being formed as to what the intent and purpose of the words are. The habit of reading, regardless of the correct meaning, is a fatal blow to the formation of exact habits of thought. The ideas of such a mind continue to resemble the ruggedness of a marble block, instead of the exact and beautiful form which the chisel of the sculptor develops,—not by adding one particle to that form, but by removing from it what is extraneous. So it is with the infant mind—the conversation of home and of companions, the observation of natural objects, and the necessity of comprehending much that is said, form a practical education, which in school ought to be continued by combining suitable explanations with all that is taught, and so rendering it available to future use. In this it will be found that verbal explanations alone are by no means sufficient; children are tired by prolix details; to already existing ignorance, carelessness and inattention are added. But when actual objects are presented to their view, when wonder and admiration are brought into play by new and curious combinations of form, the attention is willingly given, and the more this great advantage in imparting instruction and its value in after life is considered, the more will it appear that the cause of education may be usefully advanced by means of models and diagrams. These, more or less, are within reach of every teacher who will study the method of giving such instruction. The facilities now given by means of the Department of Science and Art, and which it will doubtless be one important object of the Society of Arts to extend by means of its journal and by its connection with institutions in various parts of the country, will, it is to be hoped, greatly improve the general character of school instruction. A solid impress of real and lasting utility may thus be given to education, tending to increase the happiness as well as the usefulness of every scholar, and to promote the best interests of this great country, which eminently depend on the intellectual skill, and on the sound religious and moral worth which are the true foundations alike of individual and national welfare and stability.

SINGING IN SCHOOL.

There is too little attention paid to the matter of singing in the schools in most sections of our country, and particularly in those of the West. In fact, in a large number of our schools it is entirely neglected. This is all wrong. Children should be taught to sing as early in life as they are taught to read. Not only at home, but at school also, is the place for such training. And the school, indeed, is the better place: there they can vie with each other in learning and singing appropriate pieces; and these very exercises are a stimulus to more vigorous exertions in learning their other lessons.

Every experienced teacher is well aware that the greatest difficulty in teaching arises from the scholar's not being interested in his studies. Whatever, then, may tend to awaken in the mind of the scholar, such an interest as his progress demands, is worthy of our attention.

It is too common an occurrence in the experience of a teacher to require proof, that scholars sometimes appear to have fallen into a kind of mental apathy—into a dormant state, from which it is almost impossible to arouse them. Yet in order that they should receive any benefit from their attendance at school, they must be shaken out of this lethargic condition—they must be aroused from their stupidity, and be led to take an interest in whatever they are engaged in, and to desire to understand what they are pursuing. Singing exercises are a great aid in affecting this. Therefore regarded only in the light of an incentive to study, and as a means of procuring an interest in the ordinary pursuits of a school, such exercises should be introduced.

In all schools they should be connected with the opening and closing exercises of each day. And in the lower and primary schools, both in the forenoon and afternoon sessions, a short time should be appropriated to the singing of interesting pieces, and to the proper instruction, which naturally accompanies such exercises. In the higher schools, once or twice a week, one hour, at least, should be devoted to instruction in the rudiments of vocal music and in singing exercises.

When properly conducted these exercises expand the chest and strengthen the lungs: they give the scholar a better command of his voice, and a fuller and more perfect intonation; and therefore whether he engages in reading or speaking, he can do it more effectively and with greater success.

Besides there is a great satisfaction to every individual in being able to sing and to understand music. It is a mistaken idea altogether that a person can not learn to sing. And yet how often we hear individuals saying: "How I do wish I understood music. I would give anything only to be able to sing, it would be such a pleasure! But I *can't* learn if I *try*."

"But I *can't* learn if I *try*;" entirely wrong; every person endowed with only ordinary capabilities *can* learn to sing. There is a musical germ implanted in the mind of every individual, and it is only from the fact of not permitting it to develop itself, that the person does not become a singer. All individuals can not probably become *good* singers, or the best judges of musical performances; yet they can arrive at such a degree of attainment, that they will be interested, not only in listening to, but also in participating in such exercises. The reason that there are so many persons who are not able to sing, arises from the fact of their not having been properly educated. The harmonical germ with which they have been endowed by their Creator, has been suffered to die from starvation and a lack of attention.

The vocal organs should be among the very first to receive attention. As in Italy and Germany, so our children should be taught to sing as early as they are taught to read. The two should go hand in hand up through the different grades of childhood and youth to maturer years.

And it is an argument in support of this position that there appears to be an inseparable connection between the finer and better feelings of one's nature, and the development of an interest either to listen to, or to participate in musical exercises.

> "There is in souls a sympathy with sounds,
> And as the mind is pitched, the ear is pleased
> With melting airs or martial, brisk or grave,
> Some chord in unison with what we hear
> Is touched within us and the heart replies."

From my own observations and from the statements of other teachers, I believe that *singing* is a great element in the government of a school. It draws forth the better feelings of the scholar; it rounds and smooths the rough corners of his nature, and imbues him with a higher respect, and with a greater love for his teacher. But here perhaps a difficulty arises in the minds of some teachers, in regard to the capability of imparting the requisite instruction in this department. There need be no difficulty, for every teacher of ordinary talent and acquirements, (and if there are any not having this amount, they have most certainly greatly mistaken their *calling*,) can with a very little exertion so acquaint himself with the simpler rudiments of vocal music, as to be able to impart the necessary instruction. Because they have thus far in life neglected the subject, is no reason why they should continue to do so. When a person has learned all it is proper for him to learn; and his desires of knowledge have become sated, his mission certainly must be accomplished, and it is then, full time for him to make his exit from the earth.

Socrates even in extreme old age learned to play on musical instruments. Cato when eighty years old thought proper to learn the Greek language; and Plutarch when between seventy and eighty commenced the study of the Latin. Nothing of the kind, whatever the period of life, is impossible for a person of energy and indomitable perseverance. And such a person the teacher should be; and such the successful teacher is.—*Ohio Journal of Education.*

UNTRUTHFULNESS IN SCHOOLS—ITS PREVENTIVE AND REMEDY.

"It (teaching) has all the interest of a great game of chess, with living creatures for pawns and pieces, and your adversary, in plain terms, the devil; truly he plays a very tough game, and is very hard to beat, if I ever do beat him." DR. ARNOLD.

The faults of men are on a grander scale than those of children; this is the rule. Exceptions exist, it is true; yet, to a man of strong character, but of rude tastes and uncultivated manners, peccadilloes give an air of boyishness, not to say of effeminacy. For the boy to rob, and the man to steal, would be to reverse the laws of natural development; for the boy to lie, and the man to perjure himself, is the ordinary growth of sin grafted upon character. Our schools, therefore, are the nurseries of faults, rather than of matured offences; of faults, as we call them, because their indirect effects are trifling, but, estimated by any other scale, sins of exceeding magnitude.

The form in which the childish propensity to evil makes its appearance, is mainly untruthfulness. That untruthfulness is universal, none who are brought into close contact with men or children can deny; that it is more prevalent with adults than with the young, I do not need to prove. The faults of men are manifold, those of children less numerous in kind. Untruthfulness in its Protean forms is the salient point in the sinful side of the young. As discernible on the first as on the seventh day of the week, no amiability is so pure that it does not conceal it, no filial love so strong that it does not shelter it. Falsehood falls from the lisping tongue of the child, and lurks in the more guarded words of the youth, at the threshold of man's estate.

Is it the fault of the parent and teacher, that falsehood often, and prevarication almost always, are looked upon by the child as venial

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offences, far less culpable than swearing, stealing and Sabbath-breaking? To our shame we must confess it; and every teacher owes it to himself, to the world, and to his God, to look within him, and see how far the evil can be remedied by him. I do not suppose that any teacher entertains the idea distinctly defined, that untruthfulness is any less a sin than others of the youthful category, but its universality causes the thought to be practically forgotten. Children early conceive that truth can be sacrificed without great harm to the conscience, and manhood but gives strength to the conception.

Acknowledging that children are naturally quick to mark truthfulness in their companions, and ready to admire it, we can but confess it our duty to do all in our power to train them to a constant and high estimation of its value in themselves. While we are prompt to punish those who are untruthful, we may call repeated attention to those instances, in ancient and modern history, where men of all nations, and of every creed, have given their testimony to the beauty of truth. Why should we read, in our schools, of Darius and Fabricius, Scævola and Cato, unless we are to profit by those words of theirs, which show how fair a thing is truth, and what a gem it is to set off even the heathen character?

And not only should the teacher call his pupils' attention to examples drawn from actual biography, but he should also, by the exercise of a little imagination, present to them situations of temptation in which they may find themselves placed. Let him picture the victory of truthfulness, and show that such a conquest, though bloodless, involves much power, and frequently is as great in its effects upon individual character as those of nations upon history. What physical courage is, boys feel intuitively; what moral courage is, they can be made to understand. The great reason why boys and boyish men have no appreciation of moral courage is, that they so rarely exercise it, and take occasion to test its worth.

When a child has arrived at such maturity as to see the excellence of moral courage in others, which, as I said in the outset, is at an early age with boys under a judicious mother's care, the teacher must devise ways to call the power into practice. This step requires much discretion. If taken wisely, it will give great solidity to the scholar's character, but if hastily, it may shipwreck a soul. There should no strong temptation be put before the child, but rather an opportunity to speak the truth with manfulness. An instance of what I mean would be this. James comes to school, some morning, tardy. His heavy tread and swollen eyes tell the story of oversleeping. How often have I seen the next step of the teacher missed! He tries to remedy the evil by throwing ridicule upon the boy, and holding him up to the laughter of the school. And so he bluntly asks, "Well, James, how is this?" The boy of course gives no answer. Indeed, none was wished. "Not up early enough, were you?" The boy sullenly answers "No," and the scholars laugh. If punctuality is to be purchased at the cost of candor, give me the latter. The truth, spoken as it has been by the boy, has no merit. It hardly deserves so high a name as truth. How much better for the teacher to ask, in a pleasant way, if he wishes to allude to the cause of tardiness, "James, did you see the sun rise this morning?" and, in nine cases out of ten, the answer will be a ready "No, sir." The antithesis involved in the question gives it point, and, while sharp, it does not rankle. If the boy is a tried one, I would ask, in a manner which would demand but one answer, "Have you any excuse to plead, James?" A boy of real moral courage will answer with a willing "No, sir," while one who has not been trained to a ready and truthful reply, will perhaps speak the syllables, but in such a manner as to convey the impression that he has an excuse, but lacks moral courage to state it. Teachers do a great wrong to the child by asking, in such a case, "James, what is your excuse? for the silence which must follow is perilous, thrice perilous, to his truthfulness. No questions should be asked in the school-room which do not demand a ready answer. By always giving such, the teacher may open a fine field for the culture of moral courage, while, by taking the opposite course, he oftentimes stimulates the youthful mind to search for foundationless excuse, and even to utter deliberate falsehoods.

Great discretion must be used in trusting children. Many read the words, "It is a shame to cheat Arnold; he always believes us," hurry to their schools with the false interpretation which they give them, and follow them with as much discrimination as success. O that teachers could be warned off from this dangerous ground! Would that they might see all of Dr. Arnold, his school and his character, before they interpret his words. This placing of young minds in positions of danger, this expecting of them to stand alone while at best they can but totter, this risking of character on the probability of giving it strength,—would that our teachers might realize its peril.—Where one mind comes out unharmed, two are maimed for life.

If we would be able to say to our pupils, as Dr. Arnold said, and said successfully, "*of course*, I believe you," it is not enough alone to give our full confidence. The heart of a child is willing to respond to a trust, but it must not be too sorely tempted. To be able to leave our school rooms for a minute or an hour, and feel that the order of the room is safe in the honor of our scholars, to be able to realize that we are dealing with minds not impregnated with deceit, but open and frank, more is demanded than the yielding of implicit confidence. If the teacher would be confided in as he is confiding, he must earn it by unfaltering faithfulness, and the possession of his own heart in purity. After all, we fall back at last upon this great principle, that, for the teacher to have truthful pupils, he must himself be truthful. His excellences of mind and heart will be repeated in the generation under his charge, and so too will his faults. Not his words alone—his whole demeanor, his whole aspect must be truthful,—truth-full, not truth-showing. No assumption of a forced dignity should give rise to the charge of hypocrisy; no artful displaying of his school should unmask, to those young but quick eyes, his own blackness; no attempts to hide his own faults, and to conceal his own deficiencies should awaken the suspicions, or repulse the sympathies, of those young hearts. If he would have his *precepts* effective, he must have his *example* faultless. With a firm reliance on a power higher than man, with a watchful and persistent determination to build up in himself a truthful, holy character, every teacher, whatever be his intellectual acquirements, may teach powerfully and effectively, by precept and illustration, how fair a thing is truth; may do much to rear up minds which can abide the day of temptation, and give strength to the falling. When we punish our pupils for untruthfulness, let us ask whether we are ourselves truthful; when we instil "line upon line and precept upon precept," let us question ourselves, and answer truly, whether we are giving the seal of a high and holy example;—for without this, untruthfulness can have no preventive, no remedy.—*Massachusetts Teacher.*

SCHOOL JURISPRUDENCE.

In governing a school, cases will often arise in which the thoughtful teacher will feel much embarrassment. He will desire to know how others have acted in similar circumstances, and what consequences have resulted. But above all, he will be especially anxious to learn what are the great principles of justice and truth, which should guide him in the midst of such difficulties. He will need reading, reflection, consultation, as well as observation and experience. To aid him in making decisions in cases of emergency, we propose to keep a column or two for the report and discussions of such topics and questions as may arise in the practical government of a school. We shall extend our remarks and observations, sometimes, to the relations subsisting between parents and teachers; and to the whole economy of the school system.

In every Medical Journal, a large space is devoted to accounts of difficult or remarkable cases which have occurred in the practice of different physicians; and these accounts embrace all the symptoms and manifestations of the disease, the methods of treatment in its different stages, and the result, whether favorable or unfavorable. Is a remarkable surgical operation performed, not only is the fact stated, but the full particulars of it are given. Does a new disease make its appearance, not only are its characteristics and all that is known of methods of treating it carefully stated, but physicians who have had to deal with it describe the cases of particular patients, and show as far as possible, in each, the manner of the attack, the progress of the disease, the precise remedies applied, and the effect of the treatment.

So in Legal Journals, reports of questions raised, arguments adduced, decisions made in trying important cases, occupy a very prominent place. And who that is conversant with the medical and legal journals of the day, but will acknowledge that their most interesting and valuable articles, especially to the young practitioner, are those containing such reports?

And why would not reports of cases which have actually occurred in the school-room be of equal value to teachers? It cannot be that *they* are the only persons who cannot profit by the experience of each other; yet we do not know of a single Educational Journal in which any space is devoted to such reports; and it would be difficult to select from all the books which have been written on the subject of education, or on the teacher's life and duties, materials enough for a single volume. This great deficiency in educational literature can easily be supplied, if practical teachers, those who are actually engaged in the business of instruction, will interest themselves in it.

These reports should come from teachers in all grades of schools, both in city and country, so as to include a variety of cases, and illustrate the various methods of instruction, discipline and management, which different teachers adopt. Moreover, they should include cases of unsuccessful, as well as successful treatment.

It may be objected to such reports, that as no two teachers will ever find themselves in precisely the same situation, the course taken by one will not in every respect be the proper course to be taken by another. This is very true, and it is also true that no man can work in the harness of another. No man can exert an influence intellectually or morally, except in his own way. One may do by a look, what

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another must do by a word, and what still another can never do, however great an effort he may make; and yet something may be learned even from the experience of the last. It is scarcely less important to know the causes of failure, than of success. But were a young teacher to consider any report as indicating precisely the course which he ought, or ought not, to take, he would be injured rather than benefited by it. If, however, he should consider that each report illustrates some principle, and should examine it carefully to see what that principle is, and what are the elements of the success, or the want of success in the case described, he could not be otherwise than benefited by it.

We hope teachers of Rhode Island will contribute freely to this department of the schoolmaster, and thus give to others the fruits of their experience, and also show that the life of a teacher, instead of being, as some suppose, a mere hum-drum, monotonous course, is diversified by incidents as varied as those which occur in any other profession.

DISRESPECT TO TEACHER.

CASE 1st. We will close this article with the following report of a case, every particular of which we know to be true.

The school was composed entirely of boys, and numbered about fifty scholars, ranging from eight to sixteen years of age. It was situated four or five miles from a large city, in a village which was then, and is now, a noted resort for "fast" young men. As a consequence, the boys became acquainted with all the profane, vulgar, and slang expressions of the day, and were much inclined to be rude and pert, both in and out of school.

One day, a slight disturbance having occurred in one of the classes, the teacher asked a scholar concerning it, and received a very disrespectful and insulting reply. After a moment's silence, he went on with the recitation, apparently intending to take no notice of the offence. The scholars were much surprised at this seeming indifference, and commented on it freely among themselves at the close of school.

The next morning the teacher called the attention of the school, saying pleasantly that he wished to ask a few questions. "If," said he, "you were at play here in the yard, and a gentleman riding by in a chaise, should stop and inquire the way to Brighton, would you tell him?" "Yes," promptly answered the boys. "But how would you tell him? In pleasant, gentlemanly tones, or gruffly, as though he had no right to trouble you and disturb your plays?" "I would tell him as well as I could," said one of the boys, and all raised their hands to indicate their approval of the answer. "But suppose that a common laborer should ask you the same question, would you tell him?"—"Yes," was again the reply. "And would you tell him in as polite and gentlemanly a manner as you told the other?" "Yes," said all the boys. "But suppose that instead of one of these, a *strolling beggar*, clothed in filthy garments, and having every appearance of a man who had debased himself by his vices, should ask of you the same information, would you tell *him*?" A hearty "Yes," was as before the response. "But would you be as particular to tell him kindly and pleasantly as you would be to tell the others?" "Most certainly we should," said the boys, some even adding that they ought to be more particular to speak kindly to such a person.

The teacher had now gained his point. The scholars had established for themselves a principle which each felt was just and true, and it only remained for the teacher to make the application.

"Yesterday," said he slowly and impressively, "I asked George Jones a question, which I not only had a right to ask, but which it was my duty to ask, and he gave me a disrespectful answer. Is it possible that there is a boy in this school, who will treat his teacher worse than he would the merest vagabond that walks the streets?"

It was enough. Nothing more was said, yet every scholar felt the reproof; and the teacher did not, during the remainder of the term, have occasion to complain of the slightest want of respect on the part of any of his pupils.

CASE 2nd. Samuel dropped a pencil upon the floor, and in recovering it jostled William, his right-hand neighbor, with his elbow; he was detected, and to some questioning as to motive answered impertinently, and when reproved for this, added stubbornness to his first trivial breach of order. What course ought a judicious teacher to pursue to bring him to an acknowledgment of his wrong-doing, and to induce him to forsake all attempts at similar annoyances in future?

In a case like this, where a grave offence grows out of a comparatively insignificant one, much, in fact nearly all, depends upon the teacher's bearing and manner. If he be kind and firm, rarely indeed will small affairs grow to any importance. And one good rule will be, never, or very seldom, to ask a scholar's motive for any small breach of order. The stern demand, "What did you do that for, sir?" may frighten a child into a falsehood. At any rate it will suggest to him the propriety of seeking an excuse, or will prompt him to concealment, and all these are bad enough, but not so injurious as when the frowning question merely arouses opposition and wilfulness. Ask not often for a child's motive when he does wrong; he is not always half conscious what his motive was, and then he feels too much ashamed of it to be willing to tell it.

A little judicious waiting,—if the pupils and the offender know that their teacher is fully aware of the offence,—will in no case do harm. The only difficulty is, that they are left to suppose that the schoolmaster did not comprehend the mischief. When they understand that he knows it all, and that a day of reckoning will come after he has had time to reflect and deliberate, the delay will work good rather than injury. And in case of impertinent words or stubbornness, nothing, in our humble opinion, will avail as much as *judicious* delays. By such delays Fabius conquered Hannibal, and by them a teacher may conquer the disposition to mischief in almost any boy.—*Rhode Island Schoolmaster.*

ON TEACHING GEOGRAPHY.

If a teacher can sketch well, he should draw his own maps upon the black-board—First, tracing the outline of the country, he mentions the various kingdoms or seas whose boundaries his chalk is tracing:—second, with a few jottings of his chalk he marks out the principal mountain ranges, forming the great ridges or apices of the water sheds;—third, he traces the rivers winding their way from their mountain source or sources to the great reservoirs of the globe. He pauses for a moment to review his work,—he has sketched out the works of nature as the hand of the Creator has left them; now he has to begin to sketch the works of art and civilization—he has to people the wilderness and to trace the progressive steps of civilization; upon the banks of the tidal rivers he marks the site of the great mercantile cities; on the shores of the mountain streams he plants the names of the oldest industrial cities; on the coal fields he places those mighty manufacturing cities which have almost sprung into existence since the discovery of the steam-engine—that mightiest monarch of civilization and power, which seems to control the destinies of the world; last of all, he marks the sites of those large towns, which form the market-places of the rural population. We said that the work was progressive,—every fresh touch of the chalk is associated with some new idea, and every fresh idea has its appropriate association with some line or mark upon the board;—the sketch goes on,—it becomes more and more finished;—the skeleton becomes lined with sinews, then clothed with flesh and blood;—every fresh step towards completion excites new interest in the minds of the boys,—they wonder how a few jottings can call up the idea of mountain range, or how a winding line can call up the idea of the course of the sparkling river, or how the little mark put for the mountain city, should awaken in their imaginations, the sound of the flip flap, flap flip, of water mills, and the busy hum of industry; they wonder, but they know not, that the visible picture that their master has drawn with his chalk, would be dull and lifeless without the living moral picture with which it is associated. Such a lesson is complete in its parts and perfect as a whole.

APTITUDE OF TEACHING.

The most essential of all qualifications for teaching, is that peculiar faculty which we call, for the want of a better name, aptitude for teaching. Aptitude for teaching! what is it? There is no mistaking it, when we see it. Everybody recognises it, when it is presented to his notice. Is it a quality of the head or the heart, or does it belong to both? Is it a natural or an acquired gift? Is it an instinct, or a habit acquired by efforts, repeated from the earliest dawn of reason? Does it grow spontaneously by imperceptible gradations of development, or is it a faculty dependent upon the growth of certain intellectual and moral powers?

We witness certain teaching effects, and too readily rest satisfied with attributing them to what we call aptitude for teaching, as if it were some original and mysterious faculty, without at all seeking to discover the chain of circumstances, and the qualities of mind and character, which have contributed to form this aptitude. But we cannot allow the subject to remain in this unphilosophical condition of mysticism. The aptitude for teaching must undoubtedly be a qualification resulting from the development of certain intellectual and moral faculties of our nature. Let us endeavor to analyse this remarkable qualification; that is to say, let us endeavor to discover those qualities, intellectual and moral, with which it is invariably associated, or, rather, with which it is connected by the constant relation of cause and effect.—*Ibid.*

SOME GENERAL RULES AND PRINCIPLES.

These rules and principles are derived from various sources. They are adapted to the wants of pupils and teachers. Such summaries may be perused when more lengthened pieces might be neglected:

RULES FOR THE TEACHER.

1. From your earliest connection with your pupils inculcate the necessity of *prompt* and *exact* obedience.

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2. Unite firmness with gentleness; and let your pupils always understand that you *mean* exactly what you *say*.

3. Never promise anything unless you are quite sure you can give what you promise.

4. Never tell a pupil to do anything unless you are sure he knows how it is to be done; or show him how to do it, and then see that he does it.

5. Always punish a pupil for *wilful disobedience;* but never punish unduly, or in anger: and in no case should a blow be given on the head.

6. Never let your pupils see that they can vex you, or make you lose your self-command.

7. If pupils are under the influence of an angry or petulant spirit, wait till they are calm, and then reason with them on the impropriety of their conduct.

8. Never yield anything to a pupil because he looks angry, or attempts to move you with threats and tears. Deal mercifully, but justly, too.

9. A little present punishment, when the occasion arises, is more effectual than the threatening of a greater punishment should the fault be renewed.

10. Never allow pupils to do at one time what you have forbidden, under the like circumstances, at another.

11. Teach the young that the only sure and easy way to *appear* good is to *be good*.

12. Never allow tale-bearing.

13. If a pupil abuses your confidence, make him, for a time, feel the want of it.

14. Never allude to former errors when real sorrow has been evinced for having committed them.

15. Encourage, in every suitable way, a spirit of diligence, obedience, perseverance, kindness, forbearance, honesty, truthfulness, purity and courteousness.

THE EVILS OF ABSENCE.

1. If a boy learns to feel that he may leave his duties as a scholar for trivial causes, for causes equally trivial he will leave his business when a man.

2. The time of the teacher and the whole school is wasted while this absence is being recorded.

3. The teacher's time is being wasted in reading and recording the delinquent's excuse when he returns to the school.

4. He interrupts the exercises of the teacher, or some part of the school, in finding the places at which his various lessons commence.

5. He has lost the lesson recited yesterday, and does not understand that portion of to-day's lesson which depends upon that of yesterday; and such dependence usually exists.

6. The teacher's time and patience are taxed in repeating to him the instructions of yesterday; which, however, for want of study, he does not clearly appreciate.

7. The rest of the class are deprived of the instruction of their teacher, while he is teaching the delinquent.

8. The progress of the rest of the class is checked, and their ambition curbed by waiting for the tardy delinquent.

9. The pride of the class is wounded, and their interest in their studies abated, by the conduct of the absentee.

10. The reputations both of teacher and school suffer, upon days of public examination, by failures which are chargeable to the absence and not to the instruction.

11. The means generally provided for the education of the delinquent are wrongfully wasted.

12. He sets a pernicious example for the rest of the school, and usually does actual mischief while absent.

RULES FOR STUDENTS, &c.

1. Have all your books and school apparatus fixed and ready at least one day before the school commences.

2. Be *early* in your attendance at school.

3. Be *constant* in your attendance at school.

4. Regard promptly and cheerfully all the regulations of school.

5. While in school improve all your time with a real carefulness.

6. Be *honest* in regard to your lessons; get them *thoroughly* and by your own diligence.

7. Speak and act the truth in all things and at all times.

8. Be pleasant and accommodating to your companions.

9. In the streets let your deportment be orderly and becoming; be gentle and civil.

10. Keep your books, maps, &c., in good order and well arranged.

11. Keep your desk and the floor about it in a neat and cleanly condition.

12. Before entering the school brush the mud from your boots and shoes, and avoid everything which can render the place you occupy unpleasant to the members of the school or to visitors.

13. Cultivate carefully and constantly pleasant feelings; allow yourself only in pleasant thoughts; utter only pleasant words; exhibit only pleasant actions; and in all things manifest the spirit of Christ.

14. Finally, love God and keep his commandments, for in this you will exhibit the greatest of all wisdom and secure the most desirable of all rewards. "The fear of the Lord is the beginning of wisdom, and a good understanding have they that keep His commandments."

We give below a few general rules to youth respecting their conduct when attending school:

GENERAL PRINCIPLES OF INSTRUCTION.

There are several general principles, founded in nature and deduced from observation, but too often overlooked, which should be our guide in teaching, and of which we should never lose sight.

First.—Whatever we are teaching, the attention should be aroused and fixed, the faculties of the mind occupied, and as many of them as possible brought into action.

Second.—Divide and subdivide a difficult process, until the steps are so short that the pupil can easily take them. This is what we call aptness to teach.

Third.—Whatever is learned, let it be made familiar by repetition, until it is deeply and permanently fixed in the mind. The faithful application of this principle makes thorough teaching the best kind of teaching, certainly.

Fourth.—Insist upon every lesson being learned so perfectly that it shall be repeated, as everything in a large school should be done, without the least hesitation. This cannot, however, be applied in the case of very young scholars.

Fifth.—Present the practical bearings and uses of the thing taught, so that the hope of an actual advantage and the desire of preparation for the future be brought to act as motives. This principle is often neglected.

Sixth.—Follow the order of Nature in teaching whenever it can be discovered.

Seventh.—When difficulties present themselves to the learner, diminish and shorten rather than remove them; lead him, by questions, to overcome them himself. It is not what you do for the child so much as what you lead him to do for himself, which is valuable to him.

Eighth.—Teach the subject rather than the book. The book is but an aid in acquiring a knowledge of the subject.

Ninth.—Teach one thing at a time. Advance step by step, making sure of the ground you stand on before a new step is taken.—*School and Schoolmaster.*

HINTS, SUGGESTIONS AND QUESTIONS TO TEACHERS.

Reading and spelling are, of course, among the most important things to be taught; and good reading and spelling can readily be appreciated by almost all. Hence, parents who find their children interested in these branches, and constantly improving in them, will think that they are doing well, and that their Teacher is a good one. Let these important branches receive a full share of attention.

To awaken interest in spelling, let each scholar, commencing at the foot of the class, pronounce a word, selected from the lesson, to the one at the head; and if it is missed by any, let the one who spells it "go up." Do this for a few times before beginning to pronounce the lesson yourself, and you will soon find that all the *hard* words will be pretty sure to be spelled correctly. Then you can allow them to select from a reading book, from proper names, the names of the months, or other classes of words.

To improve the voices of scholars, one of the best plans is to have them repeat in concert, after you, short, spirited passages of prose or poetry, on different pitches, rapidly or slowly, loudly or softly, as you may direct.

To prepare young scholars to declaim or rehearse without embarrassment, let them step forward, bow to the class, and *count* from one to twenty, or fifty—repeat a line of the multiplication table,—one of the tables in compound numbers,—or even the names of the days of the week, the seasons, the months of the year, or any lessons which they have thoroughly committed. They will soon take delight in the practice.

During warm weather, the regular exercises should be somewhat frequently varied by singing or concert exercises, oral instructions, etc.

In giving oral instructions, the Teacher should endeavor to come down nearly to the level of the pupils mind, but not so near that he can understand all that is said without any effort. If some scholar does not understand, and asks for explanations, give any one who does comprehend, an opportunity to explain it: never answer such questions till you have given the scholars the privilege of doing so.

The Teacher should endeavor *to be* what he would have his scholars *become;* and should remember that the surest way to make them what

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they *should* be, is to treat them as though they *intended to be* just what they should.

One of the best ways to prevent falsehood is suggested in the foregoing: a skilful Teacher will easily show a boy who has lied that he is in trouble. The pupils of Dr. Arnold, the great English Teacher, were very soon broken of the habit of lying. They used to say to each other, "It is mean to lie to *Dr. Arnold*, for he always believes a fellow."—*Ohio Journal of Education.*

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: JULY, 1855.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

CIRCULAR TO BOARDS OF TRUSTEES OF GRAMMAR SCHOOLS.

GENTLEMEN,

The Regulations and Programme of Studies for the better organization and management of Grammar Schools will take effect immediately after the summer vacation. It is not necessary for me to offer any further explanatory remarks or suggestions in addition to those which were contained in my circular of the 17th of last February.

2. I had every reason to expect that some amendments would have been made to the Grammar School Act during the late Session of the Legislature, but the consideration of amendments proposed were deferred for further consideration. The provisions of the Grammar School Act, therefore, remain unchanged.

3. But one provision has been made which enables me to apportion one hundred per cent. upon whatever sum or sums may be forwarded by Boards of Trustees for *Maps, Apparatus*, and *Libraries* (not text-books) for the Grammar Schools. These facilities and encouragements will, I have no doubt, soon result in furnishing the schools with all needful appliances to render them both attractive and efficient.

4. Provision has also been made for the inspection of Grammar Schools; and the Council of Public Instruction have appointed the Masters of the Normal School to that office, gentlemen whose attainments and experience peculiarly qualify them for the important duty of visiting the Grammar Schools, ascertaining and reporting upon their condition and character, and to offer useful suggestions for their improvement, where practicable. I hereto annex the Instructions which are to guide the inspectors in the discharge of their duties. I trust the inspectors will meet with such a reception on the part of both trustees and masters of Grammar Schools as the importance and delicacy of their office demands.

I have the honor to be,
Gentlemen,
Your obedient servant,
E. RYERSON.

EDUCATION OFFICE,
Toronto, *25th June*, 1855.

DUTIES OF INSPECTORS OF GRAMMAR SCHOOLS.

It shall be the duty of the Inspectors of the Grammar Schools to visit each Grammar School in the course of the year, and to make enquiry and examination, in such manner as they shall think proper, into all matters affecting the character and operations of the school, and especially in regard to the following things:—

I. *Mechanical Arrangements.*—The tenure of the property; the materials, plan and dimensions of the buildings; when erected and with what funds built; neighbourhood; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the pupils; if there is a lobby, or closet, for hats, cloaks, book-presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus—if any; whether there be a well, and proper conveniences for private purposes.

II. *Means of Instruction.*—The books used in the several classes, under the heads of Latin, Greek, English, Arithmetic, Geography, &c., the apparatus provided, as maps, globes, black-boards, models, cabinets, library, &c.

III. *Organisation.*—Arrangement of classes; whether each pupil is taught by the same teacher; if any assistant or assistants are employed; to what extent; how remunerated; how qualified.

IV. *Discipline.*—Hours of attendance; usual ages of pupils admitted; if the pupils change places in their several classes; or whether they are marked at each lesson or exercise, according to their relative merits; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporeal punishments are employed—if so, their nature, and whether inflicted publicly or privately; what other punishments are used; management in play hours; whether attendance is regular; what religious exercises are observed; and what religious instruction is given, if any.

V. *Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of monitors, their attainments, how appointed, how employed; if simultaneous, that is by classes, in what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested—by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

VI. *Attainments of Pupils.*—1. Reading; whether they can read with ordinary facility only, or with ease and expression. Art of reading, as prescribed in the programme—meaning and derivation of words. 2. Writing; whether they can write with ordinary correctness, or with ease and elegance. 3. Drawing—Linear, Ornamental, Architectural, Geometrical; whether taught, and in what manner. 4. Arithmetic; whether acquainted with the simple rules, and skilful in them; whether acquainted with the tables of moneys, weights, measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them. 5. Book-keeping. 6. English Grammar; whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing, composition; whether acquainted with the grammatical structure and excellencies of the language by frequent composition in writing, and the critical reading and analysis of the English Classic authors, in both prose and poetry. 7. Geography and history; whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 8. Outlines of English Literature; how far taught, and in what manner. 9. The Languages—Latin, Greek and French: how many pupils in each of these languages; whether well grounded in an accurate knowledge of their grammatical forms and principles; their

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proper pronunciation, peculiar structure and idioms, and whether taught by oral and written exercises and compositions in these languages as well as by accurate and free translations of the standard authors. 10. Algebra and Geometry; how many pupils and how far advanced in; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each proposition. 11. Elements of Natural Philosophy and Chemistry, as prescribed in the programme; whether taught; what apparatus for teaching them; how many pupils in each. 12. Vocal Music; whether taught, and in what manner.

VII. *Miscellaneous.*—How many pupils have been sent from the school to, and how many are preparing to matriculate in some University College. 2. Whether a register and visitors' book is kept, as required by the regulations, and whether the trustees visit the school. 3. Whether the pupils have been examined before being admitted to the school, and arranged in forms and divisions, as prescribed by the regulations; and whether the required public examinations have been held. 4. What prizes or other means are offered or employed to excite pupils to competition and study. 5. How far the course of studies and method of discipline prescribed according to law, have been introduced and are pursued in the school; and such other information in regard to the condition of the schools as may be useful in promoting the interests of grammar schools generally.

SCHOOL DISCIPLINE IN REGARD TO PUPILS GOING TO AND FROM SCHOOL.

In a letter from a school trustee, recently received at the Education Office, in which it was stated—"a difference has arisen between some of the supporters of the school in this section and the teacher, in reference to his responsibility for the conduct of scholars on their way to and from school. I beg to refer the matter to your decision."

To this the Chief Superintendent of Schools replied as follows:—

"The discipline of the school, and therefore the authority of the teacher, extends to all pupils from the time they leave their parents and guardians until their return to them. Pupils are as responsible to the authority of the school for wrongs they do their fellow pupils, or other improprieties they commit, on their way to and from school, as if they did such things on the school premises, or in the school. If pupils were not responsible to the school authorities for their conduct going to and from school, endless irregularities might be committed with impunity by pupils, neighbour would be set against neighbour by the alleged improprieties of each others' children, and school discipline could not be maintained. Of course the responsibility of a teacher is as extensive as his authority."

AN ACT

TO PROVIDE MEANS FOR THE SALE OF LANDS HELD FOR THE PURPOSES OF PUBLIC EDUCATIONAL INSTITUTIONS IN UPPER CANADA, WHEN SUCH LANDS CANNOT BE CONVENIENTLY USED FOR SUCH PURPOSES.

18TH VICTORIA, CHAPTER 131.

[*Received Royal Assent, 19th May*, 1855.]

Preamble.

WHEREAS it hath happened and may happen, that lands have been or may hereafter be surrendered, granted, devised or otherwise conveyed to the crown, or to the trustees of any district or county grammar school, or to some other party, in trust for the purposes of, or as a site for any such grammar school, or of any other educational institution established in some county or place, and for the benefit of the inhabitants thereof generally,—and that such lands may be found not to afford the most advantageous site for such school or institution, or there may be no school or institution bearing the precise designation mentioned in the deed of surrender, grant, devise or other conveyance, or that it may be for the benefit of such school or institution that such lands be disposed of and others acquired in their stead for the same purpose, or the proceeds of the sale applied thereto; Be it therefore enacted, by the Queen's Most Excellent Majesty, by and with the advice and consent of the legislative council and of the legislative assembly of the province of Canada, constituted and assembled by virtue of and under the authority of an act passed in the Parliament of the united kingdom of Great Britain and Ireland, and intituled, *An act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada*, and it is hereby enacted by the authority of the same, as follows:

Lands held in trust for Educational purposes, and not conveniently situated for there purpose may be surrendered to the Crown, and sold, and the proceeds applied to the purchase of other lands.

I. That in any of the cases mentioned in the preamble of this act, it shall be lawful for the trustees of any grammar school or institution or other party in whom any lands shall be vested in trust as therein mentioned, with the consent of the municipal council of the municipality in which such school or institution is or is to be established, to surrender and convey such lands to the crown unconditionally; and any lands so surrendered, as well as any lands which have been or may hereafter be surrendered, granted, devised or otherwise conveyed to the Crown for any such purpose as aforesaid, may be sold by order of the governor in council, and the proceeds applied to the purchase of other lands to be vested in the Crown for the purposes of the same school or institution, or in the case of there being no school bearing the precise designation intended as aforesaid by the party from which the lands so sold came to the Crown, then for the purposes of the grammar school or other public educational institution established for the benefit of the inhabitants of the municipality generally, which shall, in the opinion of the governor in council come nearest in its purposes and designs to that intended by such party as aforesaid; and if such proceeds are applied to the purchase of lands for grammar school purposes, the title to such lands may be vested in the board of trustees for any grammar school, by their corporate name: and if there be any surplus of such proceeds after such purchase, or if it be found that no lands are required as a site for or for other purposes of such school or institution, then such surplus or proceeds (as the case may be) may be invested or applied for the purposes of such school or institution in such manner as the governor in council shall deem most for the advantage thereof.

If there be a surplus or no other lands required.

Surrender, &c., to the Crown need not be formally accepted.

II. It shall not be necessary that any such surrender, grant, devise or other conveyance to the Crown as aforesaid, be formally accepted by the Crown or by the governor or other officer or person for the Crown, but the same shall be valid, and shall vest the lands absolutely in the Crown, without such

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acceptance; and a certificate under the hand of the head of the municipality, and the corporate seal thereof, that the municipal council hath, by a majority of its members present at any legal meeting thereof, consented to any surrender for which such consent is necessary under this act, shall be sufficient evidence of such consent.

Purchaser not bound to see to trusts.

III. No purchaser of land from the Crown under this act shall be in any way bound to see to the application of the purchase money by him paid, to the purpose to which it is to be applied.

Rights of private parties not affected.

IV. Nothing in this act shall be construed to impair the rights of any private party in or upon any lands, in so far as such rights would have existed and could be exercised without this act.

Lands so surrendered, &c., may be granted to Trustees of Grammar Schools, &c.

V. It shall be lawful for the Crown to grant to the trustees of any grammar school or of any other public educational institution established for the benefit of the inhabitants of the municipality, generally, any lands which have been or may hereafter be surrendered, granted, devised or otherwise conveyed to the Crown as aforesaid.

Extent of Act.

VI. This act shall apply only to lands and educational institutions in Upper Canada.

Miscellaneous.

THE "DAME-SCHOOL" OF FORTY YEARS AGO.

From "Teaching and Teachers:" a Poem, by J. R. Dix, M.D.

Well we remember that far spot, where first
The earliest beams of knowledge on us burst;
We mean SCHOOL-Knowledge—but not *there* began
The Education of the future man!
There is a School, one earlier, dearer far
Than any in Life's after-period are,
Where Earth's first teacher bends the child above,
And claims as fee, a kiss or smile of love;
Where the dim dawning of the infant sense
Is fostered into bright intelligence;
Where are no blackboards, pencils, slates or books;
Where every lesson is conveyed by looks;
Where child and teacher seldom disagree;
And the dear school room is the mother's knee.

Home Education! In Life's mid-day hour
Which of us, looking back, can doubt its power?
And who can tell with how much influance fraught
Were the home-lessons that his mother taught?
What his life's color owes unto the dye
With which his mind was tinged in infancy?
So Cowper learned from his lov'd mother's lips
The truths which cheered him in his noon's eclipse;
So Doddridge, by the fireside, from Dutch tiles,
Learned Scripture History urged by mother's smiles.

I think 'tis Hannah More who somewhere sings
"That trifles make the sum of human things;"
Trite the remark, but true. Of countless grains
The earth is made—its mountains and its plains.
By slow degrees the coral bed at length
Rises from Ocean's depths in bulk and strength,
While the Pacific's waters idly sweep
Above the invisible workmen of the deep!
What *now* so insignificant appears,
Will, in the course of slow revolving years,
Rise, solid and compact, above the wave,
O'er which, lashed into surge, the Deep may rave;
And on whose reefs some gallant vessel driven,
May lie with yawning seams and timbers riven;
Or, by the Ocean-currents wafted there,
Soil may collect; and as in gardens fair,
Upon that coral reef bright flowers may smile,
And Earth rejoice in one more fruitful isle!
So with the hidden growth of character;—
Trifles our impulses in childhood stir;
And slumbering energies we fail to mark
Are kindled by small fires, as by Promethean spark!
Now let my pen and ink with truth portray
The School and School Dame of a by-gone day;
And that the sketch with naturalness be rife,
With memory's aid I'll take them from the life.

Just as I saw her, when on lowly stool
I sat before the mistress of our school,
I see her now,—for, through the mist of years,
That awful Vision of the past appears,
—In years well-stricken; lame, but not so much,
But she into a cane could turn her crutch,
Which e'er the victims cranium she laid
In hopes to beat some knowledge in his head;
With a long nose hooked like a vulture's beak,
Thin, pursed-up lips, and chin of sharpest peak,
And eyes for idlers ever on the seek,
With rod beside her—tickler for dull wits,
Terror of trembling pupils—there she sits!
Quaint is her dress—a gown of common chintz,
Which many a washing-day has robbed of tints;
With waist extremely short, and scanty skirt,
Not made like those worn now, to drag in dirt;
A huge mob-cap, with bands beneath the chin,
From whose frilled front peep locks all gray and thin;
A muslin 'kerchief without spot or fold,
Protects her chest and throat from winter's cold,
And her stiff figure tells you as you gaze,
She wears those instruments of torture—stays;
Fancy all these, and there before you sits
The ancient Dame, who, as she teaches—knits.

Now for the scholars, who from near and far
Seek the Court of this petticoated Czar.

The Old Church clock strikes nine, and to his place
Comes a small boy, with pale and thoughtful face;
He is the favorite of the Dame's stern rule,
The little genius of the Village School!
When visitors drop in, 'tis *he* rehearses
Last Sunday's text, or Mrs. Barbauld's verses.
Next to him sits the blockhead of the place;
A black-eyed urchin with a saucy face,
Who ne'er was known to learn a lesson through
Without his shoulders being black and blue;
For, as we've said—the Dame was ne'er inclined
To spare the rod and spoil the youthful mind.

Still in they come—some timorous, for they know
But very little progress they can show;
Some with light step, and carriage brisk and smart;
They've got the Ten Commandments all by heart!
At last, the tardiest of the school slinks in,
And quick to make some old excuse begins;
But ah! how vainly—for the Dame's keen eyes
Perceive the truth despite the mute disguise;
And quickly stands the culprit on a stool,
A terrible example to the school!
But scant the lore our schoolmistress imparts:
No Masters, or no Bachelors of Arts
Took honors at her College. Yet should we
Forget not her who taught us A B C;
Nor scorn the teacher who first made us stammer
Our earliest lessons in the English Grammar.

Where is she now, that schoolmistress of old?
Sleeping in peace beneath the churchyard mould!
An institution of the dusty Past,
Her memory scarcely will this age outlast.
Where are her pupils? He who was the pride
Of the old lady—early drooped and died:
The blockhead who by heart no lesson got
Has since been proved the smartest of the lot;
While others who ne'er stood on three-legged stools,
With dunces caps on, have turned out but fools!—
Such varying results oft prove in truth
How fickle are the promises of youth!

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And now, as Learning's ladder still we climb,
A theme of some importance asks a rhyme:
——"This world of ours is too much with us," says
The greatest poet of these later days:—
The feverish dollar-chase year after year
Steals Youth's dew from the heart, and leaves it sere;
In the fierce struggle after Fortune's prize
The memory of our school-days almost dies;
And scarcely aught survives, when far we roam,
Save the sweet memories of childhood's home,
That come amid our turmoil and unrest,
Like a breeze from the Islands of the Blest,
Which to Life's wandering, way-worn pilgrims, brings
Health, joy and peace, and healing on its wings.

Massachusetts Teacher, March, 1855.

GEOGRAPHICAL EXTENT OF CANADA.

Canada extends in length, from the coast of Labrador to the River Kaministiquia, at the end of Lake Superior, about 1,600 miles, with an average breadth of 230 miles, being nearly three times as large as Great Britain and Ireland. It contains an area of about 350,000 square miles, or 224,000,000 acres; and of these there were in 1851, as shown by the census, 17,939,328 held by residents, and 7,307,950 under cultivation, leaving about 206,000,000 acres unoccupied.

Lower Canada is comprised within the parallels of 45° and 50° north latitude and the meridians of 57° 56' and 80° 06' west of Greenwich, and embraces, according to the best estimates, and area of about 205,-863 square miles. This estimate, however, is exclusive of the surface occupied by the River St. Lawrence, and part of the Gulf, which cover 52,000 square miles, making in the whole about a quarter of a million square miles, or 160,000,000 acres. Of this extent the number of acres of Crown lands surveyed is 8,126,056 acres, of which 4,334,209 have been granted and 3,791,847 are ungranted. Those lands hitherto held under the Seigneurial Tenure are 9,027,880, and the Indian Reserves 230,000 acres.

Upper Canada is comprised within the parallels of 41° and 47° north latitude and the meridians of 74° and 117° west longitude of Greenwich, and embraces an area of about 100,000 square miles, or 64,000,000 acres. Of these there went up to the 31st December, 1853, 21,049,164 acres surveyed, consisting of 357,175 acres mining tracts on the shores of Lakes Huron and Superior, 456,548 acres on the Indian Reserves in the same locality, and 20,243,441 acres laid out in park and town lots, of which 10,750,000 were held by settlers. Occupied lands form about one-eleventh part of all Canada, and of this about two-fifths are under cultivation.

"The above," says E. Campbell, Esq., of the Bureau of Agriculture and Statistics, to whom we are indebted for this information, "is "Canada on *teh map;* but of course its limits are indefinite. British "North America, as a whole, forms a ninth part of the land surface of "the globe."

The population of the country is now about 2,300,000, of which 1,300,000 are settled in Upper Canada. The immigration for the last few years has been extensive, as shown by the official returns—in 1848 it was 27,839; in 1849, 38,494; in 1850, 32,292; in 1851, 41,076; in 1 52, 39,176; and in 1853, 36,999. This is simply the direct seaward immigration and does not include that by way of the United States, nor yet the removals from the States to Canada, both of which sources of increase have become very much extended, on account of the demand for labor on the public works and the facilities for obtaining land, which are far superior to those under the cash system of the United States.

AMERICAN PROHIBITORY LIQUOR LAWS.

The rise and progress of laws in various States, prohibiting the sale of intoxicating drinks, are to be seen in the following abstract:—

1851—Passed by the Legislature of Maine.
1852—Passed by the Legislature of Minnesota.
1852—Passed by the Legislature of Rhode Island.
1852—Passed by the Legislature of Massachusetts.
1852—Ratified by the people of Minnesota.
1852—Passed by the Legislature of Vermont.
1852—Passed by the Legislature of Michigan.
1853—Ratified by the people of Vermont.
1853—Ratified by the people of Michigan.
1853—Its submission to the people pronounced unconsitutional by the Supreme Court in Minnesota.
1853—Pronounced unconstitutional by the United States Supreme Court in Rhode Island.
1853—Supreme Court equally divided in Michigan.
1854—Pronounced unconstitutional in Massachusetts.
1854—Passed the Legislature of New York.
1854—Vetoed by Governor Seymour of New York.
1854—Passed by one branch of the Legislature of New Hampshire.
1854—Passed by one branch of the Legislature of Maryland.
1854—Passed by the Legislature, but the two branches failed to agree in Pennsylvania.
1854—Passed by the Legislature of Ohio.
1854—Voted for by the people of Wisconsin.
1854—Pronounced unconstitutional in Ohio.
1854—Passed in a modified form by the Legislature of Rhode Island.
1854—Passed by the Legislature of Connecticut.
1855—Passed by the Lower branch of the New Jersey Legislature—defeated by one vote in the Senate.
1855—Passed by the Legislature of Wisconsin and vetoed; modified and passed and again vetoed by Governor Barrow.
1855—Passed for the second time by the Legislature of New York, and became a law of the State by the signature of Governor Clark.

Eight States and one territory have thus passed prohibitory laws. The question has failed in four States through legislative disagreement. It has been submitted to the people and retained by them in four other States. It has nowhere been repealed by legislative action, though it has been four times set aside by the judiciary, and in one instance re-enacted in a modified form.

NATIONAL DEBTS.

The following is a correct statement of the debts by the principal States in the World:—Austria, amount of debt £211,000,000; Baden, £7,000,000; Bavaria, £14,117,000; Belgium, £26,000,000; Bolivia, £521,000; Brazil, £12,392,000; Buenos Ayres, £2,500,000; Chili, £1,784,000; Columbia, £6,625,950; Cuba, £311,230; Denmark, £13,069,000; Ecuador, £3,817,000; England, £ 78,923,000; France, £33 ,000,000; Granada (New), £7,500,000; Greece, £8,250,000; Guatemala, £594,500; Hamburg, £4,000,000; Hanover, £5,174,600; Holland, £102,451,000; India (British), £48,000,000; Mexico, £10,-000,000; Peru, £9,953,800; Portugal, £19,122,000; Prussia, £38,-500,000; Roman States, £17,152,000; Russia, £68,000,000; Sardinia, £23,000,000; Saxony, £6,223,000; Spain £70,000,000; S veden, £450,000; Switzerland, £160,000; Turkey, £5,000,000; United States of America (Federal), £10,000,000; Venezuela, £3,789,000; Wurtemburg, £4,850,000; total, £1,736,229,550."

MINERAL WEALTH OF ENGLAND.

On the authority of Mr. Robert Hunt, government keeper of mineral records of England, the following statement is regarded as an approximation of the annual value of its mineral wealth: Coal, as raised at the pit's mouth, £11,000,000; iron, £10,000,000; copper, £1,500,000; lead, £1,000,000; tin, £400,000; silver, £210,000; zinc, £10,000; salt, clays, ect., £500,000; giving the enormous total of £24,620,000. This is the value of the raw material. When the cost of labor employed in converting this mass of matter into articles of utility or objects of ornament is added, it will be swelled an hundred fold.

CURIOUS TYPOGRAPHICAL ERROR.

A curious typographical error is pointed out by Professor French in his latest work on the English language, in the 20th verse of the 23d chapter of Matthew. The words, which strain at a gnat and swallow a camel,' the Professor thinks contain a misprint, which having been passed over in the edition of 1611, has held its ground ever since. The translators intended to say, 'which strain *out* a gnat and swallow a camel,' that being the correct rendering of the original, as appears in Tyndale's and Cranmer's translations both of which have 'strain *out*.' It was the custom of the stricter Jews to strain their wine, vinegar and other potables through linen or gauze, lest unawares they should drink down some unclean insect, as a gnat, and thus transgress the Levitical law. It was to this custom the Saviour alluded, intending to say that the scribes and pharisees, while they strain out a gnat from their drink, would yet swallow a camel at a gulp.

AN INCH OF RAIN ON THE ATLANTIC.

We have been struck with that passage of Lieut. Maury's "Physical Geography of the Sea" in which he computes the effect of a single inch of rain falling upon the Atlantic Ocean. The Atlantic includes an area of 25 millions of square miles. Suppose an inch of rain to fall upon only one-fifth of this vast expanse. It would weigh, says our author, three hundred and sixty thousand millions of tons; and the salt which, as water, it held in solution in the sea, and which, when that water was taken up as vapor, was left behind to disturb equilibrium, weighed sixteen millions more of tons, or nearly twice as much as all the ships in the world could carry at a cargo each. It might fall in an hour, or it might fall in a day; but, occupy what time it might in falling, this

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rain is calculated to exert so much force—which is inconceivably great—in disturbing the equilibrium of the ocean. If all the water discharged by the Mississippi River during the year were taken up in one mighty measure, and cast into the ocean at one effort, it would not make a greater disturbance in the equilibrium of the sea than would the fall of rain supposed. And yet, so gentle are the operations of nature, that movements so vast are unperceived.

THE GOOD TEACHER.

Much has been said about the slowness of the public to appreciate the services of teachers; and this delicate complaint has had an unwholesome influence, generally, upon the minds of that very valuable class of public servants. It has been a weight upon the spirits, and a clog to the energies of many.

But let those to whom the important charge of the young is assigned, pay no regard to this sickly sentiment, whether it springs up from the hot-bed of a distempered fancy, or comes teeming from the lips of misguided sympathy.

In the busy task of moulding and directing the youthful mind, the powers of the good teacher are never dormant. With the richest materials of his own brain and heart, he lays the foundation of intellectual and moral excellence so firm and broad, that the waves of ignorance and vice dash with vain impotence against the solid fabric that in after years lifts itself in beauty, exhibiting his faithful labors in the proud light of monumental grandeur.

Untiring activity characterizes the teacher. Whatever he undertakes becomes immediately illuminated by the systematic vigor with which he proceeds to his accomplishment. He inspires, he animates, he excites and fully arouses the juvenile spirits around him. His manners, his interested air, his countenance beaming with the beauty and true greatness of his work, his cheering words of commendation, and his eloquent, affectionate calls upon his pupils for still stronger exertions in their studies,—all combine to make his influence upon his school powerful for good.

And need any man ask the mead of a greater praise—of a higher appreciation—than the exalting consciousness of rectitude in the performance of as noble a trust as could well be imposed, and the sure eventual gratitude with which a benefitted public will pronounce his name?

Hear, oh teacher, the encouraging appeal of the great Schiller, addressed to you, and say if you ought not to be content to "labor and wait:"—"Then," he says, "I would say to the young disciple of Truth and Beauty, who would know how to satisfy the noble impulse of his heart—through every opposition of the century, I would say—give the world beneath your influence a *direction* towards the good, and the tranquil rhythm of time will bring its development."—*Pennsylvania School Journal, March*, 1855.

EDUCATION A PROTECTION AGAINST POPULAR DELUSIONS.

BY PROF. FELTON, OF HARVARD UNIVERSITY.

There are peculiar circumstances in the present condition of our country, which the friends of education cannot, and ought not to shut their eyes against. We cannot look around us without a painful sense of the amount of ignorance and intellectual feebleness, for want of just education that prevails in our most enlightened communities.

Popular delusions break out every year, which, though not so violent or general as the astrology and witchcraft of former ages, are quite as remarkable testimonies to the dangers lying in the way of ill-balanced and uneducated minds. The power of society is now generally in the hands of the enlightened, so that these delusions stop short of the rack and the stake. But fanatics, enthusiasts, and deceivers still play their fantastic tricks upon the credulity of the weaker brethren, and find an ample harvest of influence and gain in the feebleness and folly of multitudes. The mischief is not confined to the loss of time, the dangerous excitement of the nerves, the perversion of the imagination, and the robbery of the purse; but reason, morality and virtue often pay the penalty, and suffer disastrous overthrow. No degree of absurdity transcends the power of belief in some ill-regulated minds; no personal worthlessness, or intellectual imbecility of the pretender, will open the eyes of many, blinded by ignorance, and stupified by the juggler's tricks. He who believes that the great and good of past ages condescend to communicate with those who are neither great nor good, through the legs of pine tables, from the serene abodes of departed spirits, to help certain "mediums" get a dollar for every dupe, is exposed to any extreme of cheating which the coarsest impostor may choose to practise upon him. The knavery of these dealers in spiritual rappings is more wicked than stealing, while the intellect it displays is so contemptible, that the palmistry of gypsy vagabonds rises to dignity in the comparison.

The law, perhaps, cannot reach the crime in its present form; an attempt to enforce the penalties against false pretences might aggravate the evil. To guard the community against such delusions, and to secure the happiness of individuals against such wretched and dangerous frauds, is a high function of public education not yet fully performed. This is to be done not merely by spreading knowledge among the people, but by teaching the young how to exercise their judgment; how to apply their reasoning powers; how to weigh the facts, and estimate the force of evidence; how to observe with rigid accuracy, and to report observations with stern veracity, watching against the conclusions of excited feeling, morbid imagination, or a curiosity seeking by vain efforts to grasp things hidden by the wisdom of the Creator behind an impenetrable veil. The adamantine strength of reason is the shield that must be held up between the mind and these pitiable delusions.—*Massachusetts Teacher.*

ADVICE TO PARENTS.

Be ever gentle with the children God has given you; watch over them constantly; reprove them earnestly but not in anger. In the forcible language of Scripture, "Be not bitter against them." "Yes, they are good boys," I once heard a kind father say, "I talk to them very much, but do not like to beat my children—the world will beat them." It was a beautiful thought though not elegantly expressed. Yes, there is not one child in the circle around the table, healthful and happy as they look now, on whose head, if longer spared, the storm will not beat. Adversity may wither them, sickness may fade, a cold world may frown on them, but amid all, let memory carry them back to a home, where the law of kindness reigned, where the mother's reproving eye moistened with a tear, and the father frowned "more in sorrow than in anger."

HOW TO REPROVE.

Reprove mildly and sweetly; in the calmest manner, in the gentlest terms; not in a haughty or imperious way, not hastily or fiercely; not with sour looks, or in bitter language; for these ways do beget all the evil, and hinder the best effects of reproof. They do certainly inflame and disturb the person reproved. They breed wrath, disdain, and hatred against the reprover, but do not so well enlighten the man to see his error, or affect him with kindly sense of the miscarriage, or dispose him to correct his fault. Such reproofs look rather like the wounds and persecution of enmity, than as remedies ministered by a friendly hand; they harden men with stomach, and they scorn to mend upon such occasion. If reproof doth not savor of humanity, it signifieth nothing—it must be like a bitter pill wrapped in gold and tempered with sugar, otherwise it would not go down or work effectually.—*Isaac Barrow.*

THE ART OF CONVERSATION.

In a notice of a Model School, a writer says: "An hour each day is devoted to the art of conversation, and it is thus the aim of the instructors to lead the pupils in a familiar way to a knowledge of general topics, science, arts, history, commercial transactions, the amenities of social life, etc., in order that they may be able to converse intelligently, correctly, and readily on such topics in their intercourse with society." This is a thought worthy the attention of every teacher. Teach your pupils to communicate what they know, readily and correctly, by conversation.

DEVELOPEMENT.

My neighbor, by building an addition to his house, hopes to promote his own and his family's comfort. We purpose to build an addition after addition to *your own selves*—moral additions—of new life motives; new principles of action; new aims and plans; and to place you on a higher plane of being, intellectually and morally, than you would otherwise occupy. To develope you—to enlarge your range of thought, expand your comprehensiveness, tone up your ambition, and direct it toward more ennobling objects.

LIBRARY BOOKS AS FRIENDS.

In books we have friends for every mood, conforters for every sorrow; a glorious company of immortals, scattering their sweet influences on the worn and beaten paths of our daily life. Shapes 'that haunt thought's wildernesses' are around us in toil, and suffering, and joy; mitigating labor, soothing care, giving a keener relish to delight; touching the heroic string in our nature with a noble sentiment; kindling our hearts, lifting our imaginations, and hovering alike over the couch of health and the sick pillow, to bless and cheer, and animate and console!"

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Educational Intelligence.

CANADA.

SECRETARY'S OFFICE,
Quebec, 30th June, 1855.

His EXCELLENCY the GOVERNOR GENERAL has been pleased to appoint JOHN GEORGE HODGINS, Esquire, Deputy Superintendent of Schools for Upper Canada.

His Excellency having been further pleased, in a letter addressed to the Chief Superintendent of Schools and dated the 4th of July instant, to sanction the appointment of additional Clerks and assistants in the Educational Department for Upper Canada, the staff of the office is now complete, as follows:

The Reverend EGERTON RYERSON, D.D.,
Chief Superintendent of Schools.

1. JOHN GEORGE HODGINS, Esq.,
Deputy Superintendent of Schools.
2. THOMAS HODGINS,
Second Clerk.
3. Dr. ALEXANDER JOHNSTONE WILLIAMSON,
Clerk of Correspondence.
4. Mr. ALEXANDER MARLING,
Clerk of Accounts.
5. Mr. SAMUEL PASSMORE MAY,
Clerk of Libraries.
6. Mr. THOMAS CLARKSON SCOBLE,
Assistant Clerk.
7. LOUIS GAUTHEY,
Depository Salesman.
8. PATRICK O'NEILL,
Office Messenger.

MONTHLY SUMMARY.

Dr. J. B. Meilleur having been appointed Postmaster of Montreal, His Excellency the Governor General has been pleased to appoint the Honorable Pierre Joseph Olivier Chauveau, Esquire, to be Superintendent of Education for Lower Canada....The Honorable Sir John Beverly Robinson, Bart., Chancellor of Trinity College, Toronto, has received the honorary degree of D.C.L. from the University of Oxford, on the 20th ult....Prof. Williamson, of Queen's College, Kingston, has also received the degree of L.L.D. from a University in Scotland....The Montreal *Gazette*, of the 2nd inst., states that "the first convocation of Bishop's College, Lennoxville, L. C., since its erection into a University, was held on the 26th and 27th of June. In order to make up the first convocation the corporation conferred one honorary degree of D.D., seven of D.C.S., thirty-one of M.A., six degrees of D.D., *ad eundum*, two degrees *ad eundum* of D.C.L., and fifteen degrees *ad eundum* of M.A., total thirty-nine honorary degrees and twenty-three degrees *ad eundum*. The degree of B.A. was conferred upon seven, and B.D. upon two graduates. Two degrees of M.A. were also conferred. The whole number of degrees conferred by the College at its first convocation was 73....On the 27th of June the Examinations at Victoria College, Cobourg, took place. Four degrees of B.A. were conferred, and sixteen degrees of M.D.—two of which were honorary. The exercises were of a highly interesting character. ....The Teachers' Association of the Township of Murray held a very interesting and spirited meeting on the 31st ultimo. Addresses were delivered on various subjects by the local superintendent and other experienced teachers....An effort is being made to establish a good female public school in Bradford....A school celebration was held on the Queen's Birthday in School Section No. 17, Ernestown. An appropriate address was presented to the teacher, Mr. Lewis Allen, who made a suitable reply, strongly urging upon the pupils dutiful obedience to their parents and loyal submission to the Queen and those in authority....The Examination of the Indian School, Mohawk, near Brantford, took place on the 30th ult., and is reported in the local papers to have been of a highly creditable character. The school is sustained by the New England Society, an English society, and is under the control of the Rev. A. Nelles....The Board of Public Instruction in the County of Waterloo have decided again to institute prizes, to be distributed at an annual examination of pupils to be selected from all the common schools in the county, in February next....The Canada *Gazette* announces that Professor Cherriman is installed in a new chair to be established in University College' Toronto, that of Meteorology, and to the charge of the Toronto Observatory. It also contains the appointment of Mr. Kingston, late of the Nautical School, Quebec, to the Professorship of Natural Philosophy in the same College, vacant by Mr. Cherriman's translation....At a recent meeting of the trustees and teachers of the Township of Brighton, a resolution was passed, giving the teachers one day out of every six weeks, for the purpose of attending the meetings of the Teachers' Association.... A Grammar School is about being established in the town of Dundas.... The local papers speak highly of the recent examination of the Grammar School in Brantford....In the town of Chatham has just been completed a fine school-house, built after the model of the court house, for the accommodation of the County Grammar School. The cost of the building, without furniture or apparatus, has reached £1548 11s., of which sum the Municipal Council of the County of Kent has contributed £1340, and that of Chatham £100. It is thus that we find the several towns in the country vying with each other in dedicating to the instruction of youth buildings of tasteful architecture, that are alike ornaments to the towns in which they are built, and standing monuments to the enlightened liberality of the people.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The Regius Professorship of Civil Law in the University of Oxford, recently vacated by the death of Dr. Joseph Phillimore, has been filled up by the appointment of Dr. Travers Twiss, vicar-general of the Archbishop of Canterbury, and recently Professor of Political Economy in the same University....Mr. Graham has resigned the Professorship of Chemistry in University College, London, in consequence of his having received the appointment of Master of the Mint.....We observe from the proceedings in the Free General Assembly of the Scottish Church, that Dr. William Clark, of Wester Moffat, has placed at the disposal of the church the munificent sum of £20,000 for the erection and endowment of a free theological college in Glasgow, provided other parties in Glasgow should provide a similar sum, so that £40,000 should be immediately available for the purpose in view. The subscriptions in Glasgow towards this second sum already account to £14,000, and the major sum of £40,000 may thus be considered as secured. But Dr. Clark's liberality does not stop here. He offers to pay down or secure an additional sum of £10,000 for the same object, provided a like sum of £10,000 additional should be guaranteed by responsible parties within the next twelve months....A Working Men's College is now fairly established at Cambridge, England. The number of students already enrolled on the books amounts to 112. The most popular subjects are English grammar, mathematics, Latin, French, drawing, and vocal music; and the list of names includes persons engaged in almost every occupation. It is intended, by-and-by, to establish an adult school in connection with the college....Miss Burdett Coutts offers three sets of prizes, which in value will amount to £50, for "the teaching of common things."....From the report of the Working Men's Educational Union, which was read at a meeting recently held in London, under the presidency of Dr. A. H. Layard, M.P., the affairs of the Union are reported to be in a highly satisfactory condition. The Diagrams in connection with the society have been sold in very large quantities. Operatives themselves had been lecturers. The Diorama had been attended by 33,975 persons....Her Majesty having discovered that a large proportion of the children of the domestic and other servants at Buckingham Palace are very much neglected in the matter of education, directed that premises in Palace-street, Pimlico, should be fitted up as a school. The instruction imparted will consist of the ordinary elements of education, combined with the teaching of the Bible, and a training in industrial pursuits, more especially of a domestic character. The whole of the expenses in connection with the school will be defrayed by her Majesty. The number of scholars of both sexes at present eligible for admission is 60. An evening school will also be established for such of the elder children as may be prevented by their engagements from attending in the day time.

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UNITED STATES.

COMMON SCHOOLS IN NEW-JERSEY.

The last census shows that 6,007 white men, 8,241 white women, 2,167 colored men, and 2,250 colored women, adults, in New-Jersey, cannot read or write, making an aggregate of 18,665. Of these, 12,787 are natives and 5,878 foreigners, which is about in the roatio of two natives to one foreigner who cannot read and write. At the taking of the census the population of New-Jersey was 489,319, of which number 23,810 were colored, 465,509 whites. The ratio of colored adults who cannot read and write to the whole colored population is *one in every five*, the ratio of white adults who cannot read or write to the white population is *one in every thirty-two*. The ratio of adult white *men* who cannot read and write to the male population is one in every thirty eight, while the ratio among the white *females* is one in every twenty-eight, which seems to indicate some foul play among the "lords" of New Jersey toward the fair sex. The ratio among the colored males and females is about equal. Taking the whole population, the ratio of adults who cannot read and write is *one in every twenty-six*. The ratio of native Americans who cannot read and write is *one in every thirty two*, (almost) and among the foreign population the ratio is *one in every ten*. From this it will appear that the ratio of those who cannot read and write is one in every five of the colored, one in every ten of the foreign, and one in every thirty-two of the native population.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The Rev. Dr. Ryerson, Chief Superintendent of Schools for Upper Canada, now in Europe, has been appointed by His Excellency the Governor General, Honorary Commissioner for Canada, at the Paris Exhibition.... Mr. Ward, of Thorold, U. C., has invented a very destructive shell. During its trial from an eight-inch Columbian gun, some of the shells took a ricochét on the sand in front of the target, and after the ricochét, hit the target and exploded, doing serious damage, cutting several 12 inch timbers in pieces, and destroying the target. Should this invention be brought to perfection, it will probably work quite a revolution in fort and naval warfare; for instance, take a gun of 10 or 12-inch calibre, working upon a pivot on the deck of a naval steamer; one shot of this calibre, taking effect, at wind and water, would sink the largest ship of the line....An attempt has recently been made to sound the Niagara river, at the Suspension Bridge, by Mr. J. A. Roebling, with an iron of about 40 pounds weight, attached to a No. 11 wire—all freely suspended, so as not to impede the fall of the weight. He says: I let the weight fall from the Bridge a height of 225 feet. It struck the surface fairly, with the point down—must have sunk to some depth, but was no longer out of sight than about *one second*, when it made its appearance again on the surface, about 100 feet down the stream and skipped along like a chip until it was checked by the wire. We then commenced hauling in slowly, which made the iron bounce like a bell, when a cake of ice struck it and ended the sport. I am satisfied that *no metal* has sufficient specific gravity to pierce that current—even by the momentum acquired by a fall of 225 feet! The velocity of the iron when striking, must have been about equal to 124 feet per second—and consequently its momentum near 5,000 pounds. Its surface, opposed to the current, was about 50 superficial inches. This will give an idea of the strength of that current, and at the same time hint to the Titan forces that have been at work to scoop out the bed of the Niagara river....The Geographical Society of Paris have voted to Capt. M'Clure, R.N., the gold medal, for his discovery of the North-West Passage; to Capt. Inglefield, R.N., a silver medal for his discoveries in the Artic regions; and to Mr. Francis Galton, a silver medal, for his explorations in the Namaqua, Damara, and Orampo countries, north of the Orange River, in South Western Africa....The Parliamentary library of the late Joseph Hume, Esq., was bequeathed by him to the London University College....The Imperial Library of Vienna contains 16,000 manuscripts in the Greek, Hebrew, Chinese, Indian and Arabic languages, written on parchment....There is a Committee of the House of Commons sitting to consider Metropolitan Roads or Communications. At a meeting Sir Joseph Paxton gave a detailed account of a plan he proposes for facilitating communication from one place to another by the construction of a "boulevard" or "girdle" Railway. Beginning near the Royal Exchange, he proposes to pass through Cannon-street, across the Thames by Southwark Bridge, thence through the Borough to Lambeth, crossing the river again near the Houses of Parliament, through Brompton, by Gore House, through Kensington Gardens, to the Great Western, the North Western, and Great Northern stations, with a branch to Regent Circus. The length would be eleven miles, and the cost £34,000,000. The trains would be worked on the atmospheric principle. The projector expressed a belief that the scheme would be remunerative....The last report of the Christian Knowledge Society gives the following interesting extract from a letter by the Bishop of Colombo: "The fittings of the nave and choir of the Cathedral at Colombo are completed, those of the chancel are now in progress. They will be of ebony; as I wished them to be made wholly of the productions of the country, and as far as possible by native workmen. One single European has directed and superintended the work, and he is a corporal in the 15th regiment, a most expert and skilful mechanic, whose value was undiscovered till he built, under Colonel Brunker, our church at Nuwara Eliya. His taste, moreover, is equal to his skill; and, with 'Bloxham' and the 'Glossary of Architecture' in his hand, this carpenter from Greenwich (for such he was when he enlisted fifteen or twenty years ago) has built a church and a cathedral in my diocese, which surpass every structure raised before or since the tenure of Ceylon by the British."....Five thousand documents have already been transcribed by the commissioners appointed to collect and publish the entire writings of Napoleon. The most interesting of these contributions—because the least known—are those written while the hero of Austerlitz held inferior rank in the army. Numbers of letters written during the early portion of his career have been sent to the Imperial Commission. They were addressed to people—often to people almost unknown—and were treasured by them after the writer had become celebrated. Of these contributions the most remarkable are about sixty letters of instructions and explanations written by Napoleon while commanding the artillery at Toulon. The Imperial Commissioners have also in their possession an autograph letter, addressed by Napaleon to Cardinal Fesch—in which he describes minutely, and clearly, the proper duties of an archbishop. Indeed, Napoleon's correspondence with the clergy promises to form a remarkable portion of his collected works. It appears that he wrote a series of letters to the Ministre des Cultes, in which he gave his notion of a good priest. The main point on which he forcibly dwells is, that the church has no business with affairs of State. It is said that these lessons to the Minister of religion are both severe and just....M. Didot, the eminent French publisher, has just issued a pamphlet against a projected paper duty in France. In 1340, says M. Didot, King Philip ordered that "paper and books, being indispensable to pupils, should be exempt from duty." King John, in 1360, confirmed that privilege; and afterward Lous XII. and Francois I. declared books exempt from every kind of impost. Henry II., in 1552, ordered that there should always be in France, a special favor shown to paper; and, in 1789, when an attempt was made to introduce a paper duty, the idea was so unpopular that the proposed plan came to nothing....An acceptable addition to the Catalogue of the British Museum library has been made in a list of the pamphlets belonging to the Royal Library. The catalogue is in twelve small octavo volumes. The pamphlets are about twenty thousand in number, extending from the reign of Charles I. to George III., by whom they were presented to the nation about thirty years ago....Governor Bradford's long lost MS., "History of Plymouth Colony and people from 1602 to 1647," has been discovered in Lambeth Palace, London. The MS. must have been taken to England when the British troops evacuated Boston in 1776....The book publishers of New York have formed themselves into an association for trade purposes....A Literary discovery of interest has lately been made. it comprises above a hundred letters of James Boswell, principally addressed to his friend the Rev. William Templer, rector of St. Gluvias, in Cornwall, whose name is mentioned three or four times in the life of Johnson. They were rescued some years ago from the hands of a shopkeeper in France, with a mass of other correspondence of less importance, addressed to this Mr. Templer, but have not been thoroughly examined until lately. Preparations are now being made for their publication....A Paris paper announces the fact of the discovery of an unpublished fragment of a lost tragedy of Euripides, by M. Egger, of the Institute....The famous portico of the Palace of the Uffizi at Florence has, at length, after a lapse of nearly two hundred years, been supplied with statues of all the celebrated men of Tuscany and Florence, in compliance with the original plan of Vasari, the architect, and of his protector, the Duke Cosmo de Medicis. Poetry and literature are represented by statues of Dante, Petrarch, Boccacio, and Redi; science, jurisprudence, politics, physics, and medicine by those of Accurso, Macchiavelli, Guicciardini, Galileo, Cesalpino, Micheli, and Morgagni; the fine arts by statues of Giotto, Arnolfo, Orcagna, Donatello, Al-

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berts, Leonardo da Vinci, Michael Angelo Buonarotti, Benvenuto, Cellini, and Guido d'Arrezo. There are also statutes of the navigator Amerigo Vespucci, the archbishop Antonius, Cosmo the elder, and Laurent de Medicis; and four eminent citizens of Florence, Farinata degli Uberts, who protected the city in a great emergency; Capponi, who defended it against the French; Giovanni delle Bande Nere, the general of the Medicis faction; and Ferruccio, the last general of the republic, who perished with it.... Count Abel Hugo, brother of the renowned Victor, has just died in Paris, aged 57. He was the compiler of two esteemed works, "La France Pittoresque," and "La France Militaire," and was the author of several dramatic pieces and numerous pamphlets. Another French Author named Delbare, has also just died. He was more industrious than famous, but he had the honor of having assisted Michaud in his History of the Crusades."....It is stated in a letter from Bohemia, that a Dr. Herzog has just discovered in the archives of the town hall of Zwickau, twelve folio manuscript volumes, containing the poetical works of Hans Sachs, a celebrated German troubadour, who was born in 1494.

OBSERVATION OF THE LUNAR ECLIPSE OF MAY 1. 1855.

The evening of Tuesday, May the first, was remarkably fine and the opportunity of examining this beautiful phenomenon very favorable. The day had been brilliantly clear, and only slight hazy clouds obscured the moon partially, but did not prevent the observation. The moon became visible from behind some low clouds at 7h. 15m., and had reached an altitude of some 35°, when, at the moment predicted by the beautiful science of Astronomy, it was seen to become touched as it were by a dark substance which slowly enveloped it from the S. E. lower limb and making towards the N. E. limb, which it finally reached at 9h. 55m. 30s. p. m. The appearance at this time and a little later was very interesting, as though the moon was evidently in the shadow, still the form of the greater part was distinctly visible. This was due to the effect of the atmosphere of our earth, which beset or refracted the rays of the sun and partially illumined the moon's disc. This effect was so great that the absolute or total obscuration was very brief indeed, and very shortly after 10h. 43m., the centre of the eclipse, a faint glimmer of light could be perceived on the S. E. limb which had been first enveloped. The great size of the earth's shadow was remarkable and rendered this eclipse so perfect that it subtended 37 min. 30 sec. of the heaven, or was 2 1-5th the moon's diameter, and as she moves at about double her own diameter in her orbit in the hour, it took her just 96 minutes of time to traverse from one edge to the other. Some time before she touched the N. E. limit of the shadow, the stars of the 4th and 5th magnitude which had become visible for a few minutes began to grow indistinct, and she appeared shortly after to assume her preeminence and shine supreme as Queen of the heavens attended only by the larger stars which she seemed to permit to accompany her. A more splendid eclipse it has seldom been our fortune to witness, and the words of the poet came forcibly to our recollection:

"Queen of the silver bow, by thy pale light,
Alone and pensive I delight to stray,
To watch thy moon-beams trembling on the wave,
Or mark the floating clouds which cross thy ray;
And while I gaze, thy mild and placid light,
Sheds a soft calm upon the troubled breast,
And oft I think, fair planet of the night,
That in the orb the wretched may find rest;
The wanderers of this earth perhaps may go,
Released by death to thy benignant sphere,
And the sad children of despair and woe,
Forget in thee their cup of sorrow here,
Oh! that I soon may join thy world serene,
Poor weary pilgrim in this troubled scene.

Woodstock U. C., May 2, 1855. W. G. T.

STONE QUARRIES UNDER JERUSALEM.

A party who had explored these remarkable quaries, (which had been accidentally discovered by a dog while in pursuit of an animal) says:

Upon comparing a subsequent measurement of our guiding line, and the time spent in returning from the extreme end, we judged the length of the quarry to be rather more than a quarter of a mile, and its greatest breadth less than half that distance.

There had been some doubt expressed by one or two of the party, who had made a previous visit, as to its being a quarry; but we all agreed that though it might originally have been a grotto, it had been worked, and then the question arose, "By whom?" The answer was, "King Solomon," and for this opinion there seemed to be many reasons. The stone is the same as that of the portions of the temple wall still remaining, and referred to by Dr. Robinson to the period of the first building. The mouth of the quarry is but little below the level of the platform on which the temple stood, making the transportation of the immense blocks of stone a comparatively easy task.

The heaps of chippings which lie about show that the stone was dressed *on the spot*, which accords with the account of the building of the temple: "And the house, when it was in the building, was built of stone, made ready before it was brought thither; so that there was neither hammer, nor axe, nor any tool of iron heard in the house while it was building." The extent of the quarry, the amount of stone which must have been worked out there, and the size of some of the blocks themselves. The extreme age of the part which has been exposed to the action of the elements, and which dates back in legends and traditions to the time of Jeremiah. The fact that there are no other quarries of any great size near the city, and especially the fact that in the reign of Solomon this quarry in the whole extent was *without the limits of the city.*

PUBLIC MUSEUMS AND LIBRARIES IN IRELAND.

Mr. Ewart, Mr. G. A. Hamilton, and Mr. Kirk have introduced a bill for further promoting the establishment of free public libraries and museums in Ireland. It repeals the 16 and 17 Victoria, cap. 101, and the 99th section of 17 and 18 Victoria, cap. 103, and provides for the adoption of the act in any incorporated borough, or any town, the population of which shall exceed 5,000 persons, the adoption to be determined by the votes of two-thirds of the householders. The expenses of carrying the act into execution are to be defrayed out of the borough or town fund. Accounts are to be audited, and a copy thereof sent to the Lord-Lieutenant. The amount of the rate to be levied for the purposes of the act is not to exceed 1d. in the pound in any one year. The councils or boards of any borough and the town commissioners of any town are empowered to appropriate lands, and to sell and exchange the same for the purposes of this act. The general management of the libraries and museums is to be vested in the borough councils and town-commissioners, who are "to purchase and provide the necessary fuel, lighting, and other similar matters,—books, newspapers, maps, and specimens of art and science," &c. The property of the library and all lands and buildings will be vested in the managers. A decision against the adoption of this act will be valid for one year. Museums and libraries established under this act will be open to the public free of all charge.

ANNUAL RISING OF RIVERS.

The Nile begins to rise in June, and attains 24 to 28 feet of elevation in the middle of August, and then floods the valley of Egypt, 12 miles wide. The Ganges rises from April to August 32 feet deep, and then creates a flood 100 miles wide. The Euphrates rises between March and June 12 feet, and covers the Babylonian plains.

INTERIOR OF AFRICA.

The recent naval expedition into the interior of Africa is a notable event in African exploration; and affords a fresh starting point for the future. It is known that in the spring of last year the expedition left Liverpool in the screw steamer Pleiad, built, we believe, expressly for the purpose by Mr. Macgregor Laird. The government share in the expedition was limited to a money contribution and the appointment of certain officers, among others, of Dr. Rafkie, of the Royal Navy. The report of that gentleman to Lord Clarendon on the result of the expedition was read at the meeting of the Royal Geographical Society on Monday, and it is in every way satisfactory. The expedition started from the island of Fernando Po, and entered the Kwora from the sea on the 12th July. On the 4th August the Pleiad reached the confluence of the Chadda and the Kwora, passed Dagboh, the furthest point hitherto reached, on the 18th, and steamed nearly 200 miles further up the river. On the 30th September the Pleiad turned westward once more, with the falling of the waters, and reached Fernando Po on the 7th November. For the present we shall not dwell on the details of this expedition. The most remarkable fact in its history is, that it voyaged far up a river hitherto so destructive to human life, and returned without the

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loss of a single man. This alone, quite apart from the extent of the exploration and the information collected by the explorers, is sufficient to give it a distinct place in the progress of African research. It is now established that the river is navigable in the rainy season with perfect security; and the explorers testify to the willingness of the natives along its banks to trade with Europeans. It is obvious that the civilization of Africa can only be accomplished by the extension of commerce, and that commerce can only be extended by an accurate survey of the resources of the country within the reach of our marine. The great rivers are the highroad of trade in all countries; and now that it has been proved that steam and the screw can carry us safely along the waterways of Africa, we trust that the example will be followed up by still more energetic exertions. Much credit is due to Mr. Laird for his spirited share in the Chadda expedition, and to him its successful prosecution is in a great measure due.—*London Globe.*

Departmental Notices.

PUBLIC SCHOOL LIBRARIES.

To Municipal and School Corporations in Upper Canada.

Until further notice, the Chief Superintendent of Schools will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees.

EDUCATION OFFICE,
Toronto, 18th June, 1855.

EXAMINATION OF COMMON SCHOOL TEACHERS FOR THE COUNTY OF YORK.

THE BOARD OF PUBLIC INSTRUCTION for the County of YORK, hereby gives Notice, that an EXAMINATION of COMMON SCHOOL TEACHERS will take place in the Localities hereinafter mentioned, viz.:—

At the NEW COURT HOUSE, CITY OF TORONTO, on WEDNESDAY, the First day of AUGUST next, at 9, A.M.

Examining Committee:—Rev. J. JENNINGS, H. J. GRASETT, J. BARCLAY, Messrs. McMURRICH, HAYES, CATHCART, G. A. BARBER, Rev. W. BELT, A. WICKSON.

RICHMOND HILL.—THURSDAY, 2nd AUGUST next, at 9, A. M.

Examining Committee:—Rev. J. G. ARMSTRONG, Dr. BLAKE, J. DICE, Messrs. A. WRIGHT, G. P. DICKSON, D. BRIDGFORD and Rev. G. S. HILL.

NEWMARKET.—TUESDAY, 31st JULY, inst., at 9, A. M.

Examining Committee:—Rev. T. BAKER, Jos. HARTMAN, Esq., Warden; R. H. SMITH, T. NIXON, J. E. MAXWELL, Dr. PYNE and H. MOORE.

All Teachers and others, presenting themselves for Examination, will be required to select the particular class in which they propose to pass, and previous to being admitted for Examination, must furnish to the Examining Committee satisfactory proof of good moral character, such proof to consist of the Certificate of the Clergyman whose ministration the Candidate attended, and in case the party has taught in a Common School, the Certificate of the Trustees of the School Section will be required. Each Candidate is required, if possible, to attend the Examination in his own School Circuit.

The BOARD will meet at the COURT HOUSE, on TUESDAY, the 25th of SEPTEMBER next, at NOON, for the purpose of receiving the Reports of the several Examining Committees, Licensing Teachers, and for other business.

JOHN JENNINGS,
Chairman.

Office of County Board,
Toronto, 26th June, 1855.

UNIVERSITY OF TORONTO.—MATRICULATION.

THE ANNUAL EXAMINATIONS will commence on the 24th day of SEPTEMBER.

The following SCHOLARSHIPS, will be offered for competition amongst candidates for admission, viz:

In *Law* seven of the value of £30 per annum each (Three amongst Candidates for admission in *Law* and *Arts* simultaneously, who purpose entering on a course of study in *Law*, extending over five years; and four amongst Candidates for admission in *Law* and *Arts* simultaneously, and Bachelors of Arts, who purpose entering on a course of study in Law, extending over three years.)
In *Medicine*, three of the value of £30 per annum each.
In *Arts*, fifteen of the value of £30 per annum each.
In *Civil Engineering* three of the value of £30 per annum each.
In *Agriculture* three of the value of £30 per annum each.

At the same period undergraduates and Canditates for Degrees in *Law* and *Medicine*; Students of the standing of one or two years from Matriculation, and Candidates for Diplomas, in *Civil Engineering*, or *Agriculture*, are required to present themselves.

The following Scholarships will then be offered for competition, viz:—

(1.) Amongst Students of the standing of one Matriculation.:
In *Law* three of the value of £30 per annum each.
In *Medicine*, three of the value of £30 per annum each.
In *Civil Engineering*, two of the value of £30 per annum each.
In *Agriculture*, two of the value of £30 per annum each.

(2.) Amongst Students of the standing of two years from Matriculation:
In *Medicine* two of the value of £30 per annum each.

(3.) Amongst students of the standing of three years from Matriculations:
In *Medicine* two of the value of £30 per annum each.

Each of the Scholarships, established in this University, is tenable for one year, but the Scholars of each year are eligible for the Scholarships of the succeeding year.

Graduates or Undergraduates of any University in her Majesty's dominions are admissible *ad eundem*, but are required to produce satisfactory Certificates of good conduct, and of their standing in their respective Universities.

Attendance on Lectures is not required, as a qualification by this University, except for Students in Medicine.

Candidates who purpose presenting themselves for Examination at either of the above mentioned periods, are required to transmit the necessary Certificates to the Registrar, at his office in the Parliament Buildings, at least four weeks before the first day of Examination.

Further information as to subjects of Examination and other particulars, can be obtained on application to the Registrar.

Senate Chamber, Parliament Buildings, Toronto, June 30th, 1855.

VICTORIA COLLEGE.

THE FALL TERM of this University will OPEN on THURSDAY, the 13th of SEPTEMBER, 1855.

For further information see Gazette, copies of which may be had on application.

S. S NELLES, M. A., President.

Cobourg, June 23, 1855.

FIRST CLASS TEACHER WANTED.

FOR THE FIRST ENGLISH SCHOOL at BERLIN, County of Waterloo. Application will be received from Teachers holding a FIRST CLASS CERTIFICATE for the above situation, by the undersigned, up to the 1st day of SEPTEMBER, next. Applicants to apply personally, with their credentials, to WILLIAM DAVIDSON, Secretary Board of School Trustees.—Berlin, 9th July, 1855.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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CONTENTS OF THIS NUMBER.

	PAGE
I. On the Influence of Examination as an Instrument of Education...	113
II. Education in Prince Edward's Island	114
III. PAPERS ON CANADA.—1. Education and Moral Progress in U. C. 2. Statistics of Education in U.C. 3. Geological Discovery in L.C....	116
IV. The Infant Asylums of Tuscany	118
V. Schools in the city of New York.....	118
VI. PAPERS ON PRACTICAL EDUCATION.—1. Education of Boys and Girls together. 2. Qualification of Teachers in U.C. 3. The Beautiful and Tasteful in Education	119
VII. EDITORIAL.—1. Apportionment of the Legislative School Grant to the Townships. 2. Defective County Financial Returns. 3. Distribution of the School Grant to the School Sections	120
VIII. The Sydenham Crystal Palace.....	121
IX. MISCELLANEOUS.—1. The Little Boy that Died (Poetry). 2. A School Incident. 3. The Subduing Influence of Children. 4. The Sainted Dead. 5. Acquisition and Application of Knowledge. 6. A Touching Instance of Kindness. 7. The Mental Faculties. 8. Extraordinary Facts Illustrative of Faith and Prayer.....	123
X. EDUCATIONAL INTELLIGENCE.—1. Canada Monthly Summary. 2. British and Foreign Monthly Summary. 3. Suggestions on Education in England. 4. Prussia Retrograding in Education. 5. Education in the Hawaiian Islands. 6. Educational Exhibition at Malta. 7. United States Monthly Summary. 8. Education in Ohio. 9. Schools in Buffalo. 10. Schools in America.....	124
XI. LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Newton and Leibnitz. 3. Hudson's Bay. 4. Hurrah. 5. Specimen of an Extinct Language. 6. The Composition of the Blood.....	127
XII. Departmental Notices and Advertisements.....	127

ON THE INFLUENCE OF EXAMINATION AS AN INSTRUMENT OF EDUCATION.

(BY THE REVEREND DR. BOOTH, F.R.S.)

As a fitting sequel to the admirable article in the last number of the *Journal of Education* on "Diagrams and Apparatus," will be found the following no less interesting essay delivered at the Educational Exhibition, London, last year. Dr. Booth clearly shows that, however great the variety, or ingenious the apparatus used in a school, that the "influence of examination" is no less potent as an "instrument of education."

After referring to the variety and completeness of the display of school apparatus, Dr. Booth remarked, that educational apparatus, after all, are but the dry bones of education. Some people seem to imagine that a large supply of apparatus is the great desideratum of the present day. This I believe to be a pernicious delusion. There is scarcely a school of any pretension in the kingdom, which has not its pair of globes, celestial and terrestial, its barometer in many, an electrical apparatus, and sometimes even a chemical laboratory may be found; but does not everybody know that such educational apparatus are often kept for show, as part of the internal economy of the school? How rarely is an attempt even made to give real instruction in the sciences to which those instruments belong! No! progress must be sought for in a very different direction. A great error will have been committed, should the public be led to anticipate a real advance in the true work of education by the accumulation or the multiplication of the material appliances of instruction. Were education in a flourishing state, the common commercial principle of supply and demand, in this country of mechanics and commerce, would always secure an ample provision of any apparatus that might be required.

Besides, it is a mistake to imagine that a lecturer must be provided with a complete set of apparatus to teach. A man who knows his subject will often extemporise his apparatus. It is told of Dr. Wollaston, the celebrated natural philosopher and chemist, that when a distinguished foreigner solicited permission to inspect the laboratories in which those splendid discoveries which have immortalized the name of Wollaston were made, the Doctor took him into a little study, and pointing to a tea-tray with a few glasses and a blow-pipe on it, said, "There is all the laboratory I have." The old proverb is perhaps not far from the truth, which says, "A good workman does not complain of his tools." It is right to call attention to this phase of the question, because there seems to be just now a great tendency in this direction, and to shew that by providing an ample supply of varied, cheap, and ingenious apparatus, the cause of education is as effectually promoted as can reasonably be expected. There are, however, only two ways by which a real advancement can be secured,—to provide an adequate supply of well-trained teachers, and to give to the pupils sufficient motives for exertion. These are the two great conditions in compliance with which only can real progress in national education be secured. The teacher is the soul of the school. Provide an ardent, energetic, and well-disciplined teacher, a man who has his heart in his work and knows it, and you may depend upon it the want of apparatus will not long be felt. But however important may the condition be of a supply of well-trained, well-instructed teachers, it is of far less moment than a provision which would afford an adequate stimulus to the minds of the pupils themselves. If this could be secured, I believe all other conditions would be of minor importance.—Now this can only be done by holding out to the pupil a hope, if not a certainty, that he shall be rewarded for his labors—that his attainments shall be tested and certified. It is no better

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than a solemn trifling with the question, to say that men should be taught to labor from higher inducements than a hope of advancement or reward. Granting the abstract truth of the principle, we must, notwithstanding, allow that the hope of reward and the desire of praise is universally implanted in the human breast. We must deal with man as we find him. I propose to myself to prove that a system of general examination would be the most powerful instrument we could employ to promote a true national education. There is nothing new however in the principle, whatever there may be in its applications.—It is the principle on which our universities, without any external supervision or control, continue to provide an admirable training for the minds of those committed to their charge. Experience has forced it on our older universities: it is exclusively the system of the university of London. It was no part of the original university system—The professional element was the original feature. The tutorial was afterwards introduced, and has practically superseded the former.

But it is not in the universities alone that examination is used as an instrument to promote education. In the learned professions, as they are called, with the exception of the bar (which is, indeed, no longer an exception, and which might continue an exception without much practical injury, for practice at the bar is nothing less than an arduous and continuous public examination), in the royal navy, and lately in the army and in our commercial marine, and still more recently in the East India Company, examination has been used as the great instrument for promoting and testing proficiency in the acquisition of knowledge.

But by far the most important move in this direction is the proposal on the part of the Government, which has been formally recommended in the speech from the throne at the commencement of the present session, to throw open to public competition the appointments which are now the private patronage of the ministers of the crown. Although this measure has been advocated by its great promoters, Sir Charles Trevelyan and Sir Stafford Northcote, solely on the ground of its tendency to improve the education, and thus to increase the efficiency of those employed in the public offices, yet I will boldly assert that no measure, however popular, could be devised, no grant of money, however large, could be voted, which would at all to the same extent, or in any like degree, promote the education of every class in the community.

Such a measure as this, voluntarily proposed by a government, not with a view to escape from external pressure, nor to conciliate popular support, bears unimpeachable testimony to the disinterested spirit of public men at the present day.

In no respect would the operation of such a plan be more beneficial than in stimulating voluntary exertions, the building of schools, the appointment of masters, the adjustment of salaries, the choice of plans of instruction; while the religious teaching would continue in the hands of the local promoters, it should be the duty of some recognized established authority to pronounce whether the provision made in any locality was adequate or otherwise, the progress of education satisfactory or the opposite.

If the effect of such examinations on the character of school-teaching would be so manifestly beneficial, much more important would be their influences over the pupils themselves. As matters now stand, for the youth not intended for college, incentives to exertion are as few as they are feeble. There is but little to stimulate him to exertion. He knows that he must remain at school until he is old enough to proceed to business, but he cannot see why he should weary himself with study. Now were he certain that on leaving school he must go before an impartial examiner, be subjected to a searching examination, be compared with boys from other schools, that he would have his attainments and deficiencies brought out clearly before his neighbors and friends,—what motives to exertion would not be at once supplied? What habits of industry and perseverance would not be encouraged? Above all, the practice of self-instruction would be strengthened, a habit far more valuable than any amount of school acquirements. The latter will gradually drop out of the mind or be crushed out by the business of life, but the habit will remain, ready to be applied to any subject which may require patient investigation or continued attention. Schools and schoolmasters, lectures and examinations, prizes and certificates, are useful so far as they promote this; it is the necessary adjunct, and, I may say, also the necessary condition of intellectual development.

If, then, the formation of habits of patient study and of persevering application are among the primary objects of a wise education when applied even to the highest, so should they, in an especial manner, be looked upon as such in the education of the poor. On those whose education extends over no inconsiderable portion of their lives, such habits will, from the very nature of things, force themselves imperceptibly into vigour; they will grow with their growth and strengthen with their strength, and this too whether much or little external pains be taken; but with the children of the poor the case is different. They cannot wait for the slow development of good habits; they must be forced into maturity. As the stay of the poor at school must, under the most favorable circumstances, be short, it is of incomparable importance to them to be taught to exercise their faculties, to form habits of self labor, assiduous perseverance, and voluntary application. In truth, the amount of facts committed to memory at school is of very inferior value indeed, when compared with the habits which may be formed by their acquisition. When a boy, in whom habits of self-instruction and industry are thoroughly formed, leaves school, they stick to him with all their characteristic adhesiveness. He is qualified by his acquired habits to turn his mind with effect to any subject of study for which he can find time and has the inclination; while another lad we shall suppose of equal natural ability, and with a far more varied stock of facts, is quite helpless. He has been taught everything he knows by others and has learned nothing by himself—when his corks are removed and he is cut adrift, at first he probably endeavors to add to the little stock of knowledge which he had so easily acquired. But not knowing how to set about it, unskilled in the use of his faculties, looking always for help from some one or other, he flounders on, until at last he gives up all hope of learning—he becomes disgusted with reading, and sinks at last into a state of ignorance little removed from what we may suppose it would have been, has he never received an hour's instruction. How often may one hear the laborer saying, "I was teached all these things when I went to school, but somehow I have forgotten them all." To what cause, other than this, was it owing that the old grammar schools, with all their antiquated absurdities, so often sent out men of energy, learning, and talent; for while the matter learned was often worthless, the habits formed during its acquisition were invaluable. Habits well set, so to speak, would be of more value to a youth leaving school, than if he had been crammed with all the facts contained in all our popular compendiums of useful knowledge. It is, it must be granted quite true, that little can be done without earnest and zealous teachers, carefully and systematically instructed in the duties of their calling. I say systematically instructed, because it would be as hopeless to expect to train efficient schoolmasters without the aid of normal institutions, as it would be to teach the art of healing without hospitals or theatres of anatomy. It is, however, true that the schoolmaster cannot accomplish every thing—the hearty co-operation of the pupil is, at least, as equally essential to success.—Another great advantage would result from the adoption of a plan like this,—boys would be induced to remain longer at school, and not to leave it as they now do, when not more than twelve or thirteen years of age, in a half educated state, without a single valuable habit formed, or any useful acquirement made. Of all the evils which beset the education of the middle and lower classes, this is perhaps the greatest; unless this be amended, other reforms are comparatively valueless.—What is the use, for example, of providing new schools, or a better class of teachers, or improved apparatus for those who will not use them? Now, for this admitted and deprecated evil, the plan proposed would supply a thorough, prompt, and universal remedy. Though a parent might despise education and deny its utility, though he might make little of learning, and look with suspicion and dislike on the public examinations, yet the consideration that the future progress in life of his son might depend on his obtaining the royal certificate, would compel him to leave his son at school that he might qualify himself to secure it.

Influenced by views not very different from those which I have now placed before you, the Council of the Society of Arts appointed a committee of its own members, in the early part of last year, to investigate the subject of industrial instruction, and to report thereon to the council. The committee took the opinions of the most eminent manufacturers in the kingdom, of the principal engineers, of the great employers of labor, of the head-masters of the grammar schools, of those engaged in the duties of instruction generally, and of the best known friends of education. In reply to their inquiries, which they divided under eight heads, they received a very large amount of the most valuable correspondence, hailing almost without a single exception the advent of reform, or even of change in the present state of things.

The committee embodied a large portion of this correspondence in an appendix which they added to their report, presented to the council a little more than twelve months ago. Among other points referred to, the question of examination was discussed at much length, and the strength of public opinion in its favor shown. More recently, the question has been noticed in the address from the chair at the opening of the last session—it now remains to be seen whether the proposal of the Council of the Society of Arts to appoint a board of examiners will receive that amount of public sympathy and general support which would justify them, in the eyes of society at large, in proceeding with the development of so important a measure. With regard to the moral character of the candidates, and their state of religious knowledge, it is obvious the examiners could make no direct investigation. This, however, is but little to be regretted, because it is precisely the point on which examination is least efficacious; for however valuable a searching examination may be to test a candidate's critical knowledge and intellectual apprehension of the truths of revelation or of the

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articles of faith, how far this knowledge may have changed and purified his moral nature, hallowed his affections, or sanctified his heart, it is wholly inoperative as an instrument to discover.'

While I so earnestly contend for the principle of emulation, and its exponent examination, as one of the most powerful instruments that a knowledge of the faculties of the human understanding has placed within our reach, I at the same time just as earnestly deprecate its introduction into religious training. So far as Christianity may be considered a science, emulation and examination will insure a knowledge of it, just as they will of the science of jurisprudence for example. If the Bible is to be used with the same objects, and for the same purposes, as a treatise on some branch or other of science is studied, or as the history of an ancient nation may be read, with a view to develope the powers of the understanding, or to store the mind with curious knowledge, let there be by all means searching examinations; let the principle of emulation be developed; but if the book has been given for far other uses, if it has been set up as the standard of our faith, and a light to our path, our ornament in prosperity and our stay in affliction, to be the mould of our habits and the rule of our conscience, to hallow our thoughts and to elevate our affections, let us not seek to degrade it by dragging it down into the arena of intellectual conflict. Let us not set an answer in geography against another in the gospels, nor weigh a theorem in Euclid against a truth in the epistles. If the great object of religious instruction be the formation of religious character, we should use instruments fitted to produce this result. Let us not take into our hands instruments which, however valuable they may be as enabling us to secure other important objects, are yet unfitted to accomplish this.

But there are those who will say—such a measure as you advocate would lead to very great and important changes in the social and moral aspects of the country. We freely admit the charge. They would lead to such, unquestionably. But change is the condition of the life of every organized being. To cease to change is to cease to live. It is no less so of the life of a nation. Contrast the United States of America with the worn-out empires of the East, which have long since passed away. The restlessness of the ocean does not affect its stability. It is the condition of life for all within its bosom. Changes like those we advocate are but the developments of a healthy growth, and of a progress upwards to a long maturity. Change is life, sameness is death. That unchanging aspect of national institutions which has been sometimes lauded, is almost always to be deprecated, for time has shown that reform does not imply subversion, and that long unchecked decay does not admit of conservative renovation. Moreover, when an institution lives in the heart of a nation, the parasitical support of protective laws checks its development and cramps its growth. We trust, then, in the onward progress of legislation; and that as our people increase in knowledge, they will also grow in wisdom; and that these plied together will be the strength and the stay of a hope of better things to come, and of the stability of the present, and "wisdom and knowledge shall be the stability of our time."

EDUCATION IN PRINCE EDWARD ISLAND.

Extracts of the Report of the Visitor of Schools, as submitted to the Legislature.

It has been my lot to become acquainted with the educational interests of the Colony when a thorough change had passed over them. The new Education Act had just come into force, which is intended to provide the means of education to the whole rising generation in the Colony. It is impossible to calculate the blessings conferred on a community by the provisions of a State Education, efficiently and prudently carried out. In no country has it ever been found that private or adventure schools have been able to impart even the mere elements of education to the whole community.

Where there is not a machinery of public education, and to some extent, free education, to the necessities of the whole population, a vast majority of the children of the humbler classes must grow up in ignorance, if not in vice. If some aids and facilities be not afforded the working man in the education of his children, nine out of ten parents, whether agriculturists or artizans, would not be able to command the means of educating them in private schools, even if they possessed the solicitude and care for their children's interests (which are so sadly wanting), that would prompt them to make exertions to secure for their offspring every possible advantage in intellectual and moral training. This is specially true in rising and thinly populated countries, where there are fair inducements for adventurous schoolmasters to settle.

This small colony, by the passing of the Education Bill of 1853, has solved for herself the question which has been agitating the public mind of Britain for so many years, and which is still at issue. By its provisions it brings the means of education within the reach of every family. The only part of the machinery confided to the private exertions of the people being the building and maintaining of the schoolhouse, and where practicable, supplementing the teacher's salary.—Prince Edward Island has taken this step in the right direction in advance of the mother country—for even in enlightened Britain, with its multitude of schools maintained by private support, by charitable and ecclesiastical endowment, and state assistance, there are still thousands of her population perishing in ignorance and crime. It is highly creditable to Prince Edward Island that the Education Bill for Scotland, introduced in the Imperial Parliament by the Lord Advocate during the present session, and lost by so small a majority, was identical in all its essential elements with that in operation here.

But it rarely happens in legislation, that any Act for the general good can at once be framed on so perfect a model as to meet every exigency, or please all parties. It is only when applied and tested by experience, that the merits and defects of any thing new can be discovered. The fate of the Bill, in its reception by the public, so far as I have had opportunities of observing and discriminating, has been more fortunate than could have been predicted or anticipated of a measure so comprehensive in its details, and which embraces so many conflicting interests. Its success in one year is a most happy omen of the good it may accomplish when amended and supplemented, so as to provide for a uniform system of tuition, by the establishment of a Normal School for the training of teachers, thus securing a higher rate of acquirements, and by such a graduation of salaries as shall retain teachers of competent abilities and attainments.

I have visited, in all, 169 district schools, which are thus divided among the respective Counties:—

District Schools.		Children on Register.	Present on Examination.
Prince County,	30	1,338	792
Queen's do.	94	4,880	3,077
King's do.	45	2,319	1,431
Acadian.			
Prince County,	7	301	225
Queen's do.	6	309	250
	182	9,147	5,775

The following statistical statement does not give the correct number of children at present studying all the branches taught, but only those studying them when I visited their schools, as in many schools it was only after an order for the necessary books had been left, on my visit, that Grammar and Geography, etc., began to be taught:—

	P. County.	Q. County.	K. County.	Acadian.	Total.
Reading,	1,338	4,880	2,819	610	9,147
Writing,	601	2,114	899	93	3,707
Arithmetic,	480	1,785	634	64	2,913
Grammar,	194	598	297	2	1,086
Geography,	151	462	158		771
Book-keeping,	2	13	8		23
Algebra,	3	5			8
Geometry,			1		1

Of the 610 who are learning to read in the Acadian schools, 10 are taught to read in the English language.

SCHOOL BOOKS.

It would be in vain for me to attempt to describe the feelings with which I contemplated the stock of books exhibited to me in many schools: a tattered and miscellaneous assemblage of books and pamphlets; and heard by what shifts and contrivances these were made to serve the purposes of instructing, it may be, twice the like number of children. In one school, where I found twenty-four children at work, there were eleven reading books, meant for the same stage of progress, but all of a different kind. With such apparatus, to talk of organization and classification, would be preposterous. I deeply pitied such teachers who, in addition to the unavoidable discouragements of their laborious occupation, had such a mountain of difficulties laid upon their efforts. Such a state of matters would paralyze the energies of even the most conscientious man, full of faith and hope in the cause of education. But I am happy to say that this lamentable deficiency is a thing of the past, and it is to be hoped, will never again recur. The liberal grant from the Legislature, which provided a list of excellent school books and maps, at a very low rate, and the enactment which made it imperative for every school to take advantage of it, has opened up a more cheering prospect, not for the teacher only, but also for the parents and children. For the teacher, as it entirely removes the difficulty of classifying his pupils, thus making his work less tedious and laborious, and greatly more satisfactory to himself, as he can watch and test the progress of each child much better when ranged with its compeers. The child is benefitted, in having an increased interest and zest given to his studies by the emulation which is excited in a class, and when he is ready to be advanced into a higher book, he has not to wait the convenience of his parents in procuring it for him, while he is dawdling away his precious seed time. The parent's peculiar advantage is in his pocket, as each book costs only about one-third of its price at an ordinary bookseller's, and by the trifling local assess-

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ment, his children have the advantage of all the books in the school which they are advanced enough to use. These benefits would be derived from any uniform set of books, but when we consider the superiority of the list provided, the boon is increased tenfold. It is a matter of regret, however, that so admirable a provision for books should be attended with one great disadvantage, viz: that the children cannot take them home, so that in the evening they may prepare the lessons which are to be gone over in school the following day. In the want of home preparation, an important element in the utility of the school is sacrificed. It strikes a stranger with a painful sense of deficiency when he meets groups of children returning from school empty-handed; he finds it difficult to suppose that a real and earnest work of education is going on, when he misses the familiar satchel slung over the shoulder, or bundle of books under the arm, which he has been accustomed to consider a *sine qua non*.

SCHOOL HOUSES.

In visiting the various districts, I have marked with pleasure an obvious distinction between the old and the new school-houses; those built during the past year are larger and better fitted up than those built in former years; but still the majority are too small, and many are most deplorably supplied with desks and seats. It is altogether a mistake to suppose that a small building, set down in the midst of a wood, or in the open clearing, is more comfortable and warmer than a larger one. A small, low-roofed school-house would take more fuel to keep it warm in winter, and would be incomparably less comfortable in summer than a larger building, with a lofty ceiling. It affords me pleasure to record that a few of the school-rooms presented a most cheering aspect, being furnished with desks and seats, large varnished maps, blackboard, and cupboard or desk for books, etc. By such furniture, school-rooms are made to look opulent and happy. Education seems there to be appreciated, and "well to do in the world." When in one school, in addition to the furniture already mentioned, I saw a neat, portable little globe, and observed the cheerful countenances of children and teacher, it was impossible not to feel at how trifling an expense teaching may be beguiled of many of its discouragements.—As it is left to the trustees and parents to furnish the school with suitable apparatus, and to maintain it, the success of the school greatly depends upon their cordial and unanimous co-operation. A teacher of even the most humble acquirements would work with more zeal and energy in a properly ventilated and well-heated school-room, and would be stimulated and encouraged by having comfortable seats and desks, with an adequate supply of books and maps. On the other hand, nothing can be more discouraging to a teacher who is disposed to pursue his work earnestly and faithfully, than to be met at every point by obstacles, such as insufficient furniture, and the opposition or niggardliness of parents in procuring the requisite number of books.—But the children are the chief sufferers from such culpable indifference and parsimony. The education that is imparted in a room where the stove makes but a feeble attempt to vanquish the biting cold, which the walls and floor let freely in, cannot be expected to be attractive to a child, or to enlist his interests and sympathies, even so far as that education goes. It is to be hoped that the parents will in future form a truer estimate of the importance of that part of the educational machinery which is more immediately placed in their hands, and will cheerfully and cordially unite in providing all the "means and appliances" which can facilitate the progress of their children and the efficiency of the school. The disputes and animosities with respect to school sites, which I have repeatedly encountered, have a most injurious influence on the interests of education, while party strifes and the selfishness of petty interests separate the parents of a district, dividing those exertions which should be united, the children are sacrificed and made victims to their ignorance and prejudice.

EDUCATION AND MORAL PROGRESS IN CANADA.

From Mr. Hogan's Prize Essay.

Having shown the rapid advance of Canada in population, in wealth, and in all the various arts which can minister to man's material enjoyment, it seems right to consider whether equal advances have been made in her moral condition and the general tone of society. She can boast then, with truth, that while wealth has been accumulated, and luxuries multiplied, she has faithfully discharged the higher duties imposed upon her, of promoting with unremitting care the progress of Religion and Education.

Of the social benefits to be derived by a nation, from the general spread of intelligence, Canada has been fully aware; and there is not a child in the Province without the means of receiving instruction combined with moral training. In fact, the system of education now established in Canada far exceeds, in its comprehensive details, any thing of the kind in Great Britain.

The manner in which this great question of elementary education has been dealt with is worthy of attention, not only from the results produced in the Colony, but from its general interest. The gradation of the school system has been found superior to the establishments in England and Scotland, the Normal and Model Schools having been found of the greatest value. Speaking of the spirit and unanimity of the people of Upper Canada upon this subject, the Reverend Dr. Ryerson, the Chief Superintendent of Schools in Upper Canada, on the occasion of laying the first stone of the Normal and Model Schools, said:

"There are four circumstances which encourage the most sanguine anticipation in regard to our educational future: The first is the avowed and entire absence of all party spirit in the school affairs of our country, from the Provincial Legislature down to the smallest Municipality. The second is the precedence which our Legislature has taken of all others on the western side of the Atlantic, in providing for Normal School instruction, and in aiding teachers to avail themselves of its advantages. The third is, that the people of Upper Canada have voluntarily taxed themselves for the salaries of teachers, in a larger sum in proportion to their numbers, and have kept open their schools on an average, more months than the neighboring citizens of the great State of New York. The fourth is that the essential requisites of suitable and excellent text books have been introduced into our schools, and adopted almost by general acclamation; and that the facilities for furnishing all our schools with the necessary books, maps, and apparatus, will soon be in advance of those of any other country."

In 1842 the number of Common Schools in Upper Canada was 1721, attended by 65,978 pupils, and in 1853 the number had increased to 3127 schools and 194,736 pupils. There are now, in the Upper Province, in addition to the above, 8 Colleges, 79 County Grammar Schools, 174 Private, and 3 Normal and Model Schools, forming a total of educational establishments in operation in Upper Canada of 3391, and of students and pupils 203,986.

A careful comparison of the school system of Upper Canada with that of the adjacent States of the American Union, both in regard to the number of schools, the scholars attending them, and the amount paid for their support, shows that the colony has unquestionably the advantage. Ohio, with a population largely exceeding that of Western Canada, and with double the number of schools, had less than two-thirds of the pupils attending them in 1850, and paid £11,706 less for their support. Illinois, with a population one-fourth greater, had, in 1848, 271 schools less; and, in 1850, she had but one-third of the pupils, with 742 fewer schools. In the State of New York, too, it is found that the sum expended on education is three and one-fourth times less than that spent on education in Upper Canada, taking population into account.

These facts serve to show the rapid progress that has been made in Western Canada in providing institutions for the education of the people. The common school system of that Province, which has so largely contributed to these results, cuts up every inhabited township into small divisions somewhat resembling the squares on a chess board. These divisions are designated "school sections," and average an area of five square miles, each having its elective corporation of trustees for its management, with a library of standard literature for the general use of the school and the inhabitants.

The school houses are generally well supplied with maps, standard school books, geological specimens, philosophical apparatus, and other necessary educational appliances. In some sections the schools are free; that is, they are open to all children between the ages of five and sixteen, without charge. But in the greater proportion, a tuition fee of a quarter of a dollar, or a shilling sterling, a month, is charged; and this is the highest amount allowed to be imposed by law.

In these schools,—rarely not more than a mile and a-half from the most remote of the settlers in the district,—the children receive a sound and useful English education, quite adequate to all the ordinary avocations of life. In some sections, however, where the school fees already mentioned are paid, the higher branches are taught, and masters of considerable attainments are employed.

A large proportion of the teachers of the common schools in Upper Canada are trained at the Normal School in Toronto, and the funds for the payment of their salaries are derived from the following sources:—First, a sum is appropriated by the Legislature from the general revenue, and this is exactly proportioned to a sum the county which is an aggregation of school districts—may raise for the same purpose,—the Legislature thus measuring its liberality by the educational spirit of the people themselves. The residue is made up of the quarter dollar tuition fees already alluded to, and of any additional sum the inhabitants in each section, at their annual school meetings, may determine upon, or require.

In most of the schools in Upper Canada the Bible is read as a school book. The Irish National Series are the books universally used; and no religious instruction of a denominational character is permitted. Permission is granted to Roman Catholics by the Legislature to have separate schools,—a privilege which has been rarely exercised in rural districts, though not unfrequently in cities and towns.

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Under the existing laws the child of the poorest laborer, who distinguishes himself as a successful competitor for a free scholarship in a common school, has the advantage of attending one of the county grammar schools. Here again he has open to him another free scholarship in the highest educational institutions of the country, if his merits entitle him to that distinction. Thus an educational ladder has been erected by the Legislature, by which the child of the humblest inhabitant may ascend to the highest point of scholastic eminence, and with, at the same time, the children of the wealthy and the most respectable in his neighborhood as his competitors.

As an evidence of the great desire that prevails in Upper Canada generally to educate the masses, I may mention, that the people have voluntarily taxed themselves, in a single year, upwards of ten thousand pounds for school libraries,—a fact as creditable to their intelligence as it is a substantial proof that they are turning their great prosperity to a humane and generous account.

The amount given by the Government for educational puposes in Upper Canada in 1853 was £55,512, and in Lower Canada £45,823, making a total of £101,335. The whole amount available for school purposes in Upper Canada, in that year, was £199,674, and in Lower Canada £68,896, the aggregate sum raised in the Upper Province being no less than £130,039, the whole amount raised for educational purposes being an increase on any preceding year of £23,598.

In Lower Canada there are 1556 school houses, 2352 schools in operation, and 108,284 pupils, the whole Province possessing 5479 schools, attended by 303,020 students and pupils.

The Universities and Colleges in Upper Canada are conducted on the English principle, and the chairs of the various departments are filled by Professors selected from Cambridge, Oxford, Trinity College Dublin, and the Continent.

The Seminaries of Quebec and Montreal are richly endowed, and the grants to the former consist of more than a thousand square miles of land, together with property in the city of immense value: those of Montreal alone exceed ten thousand pounds a-year, and the estates of the Jesuits, though greatly reduced, still produce a very large revenue.

In the Province of Lower Canada there are numerous amply endowed Nunneries, affording instruction to the young female population; and it is worthy of remark that the pupils are of every creed and nation, are received without any distinction or partiality, and wholly exempted from attending religious duties hostile to their faith.

The Census of Great Britain gives the number of scholars attending public and private day schools, (including those attending schools of which no return was obtainable, but assumed, on an average, as in those making returns,) at 2,144,377, or a proportion to the population of about one in eight and-a-half. The Census of Canada gives one in six and four-fifths.

STATISTICS OF EDUCATION IN CANADA.

The rapid progress of events in modern times quickly abnegates the statistics on which opinions are too frequently based. Thus in Canada the past few years have been so prolific in developments that, all our preconceived ideas of the *status* of that country have been essentially nullified. Progress has been alike rapid in its industrial and social interests, and especially has this been the case in what pertains to educational matters. We have been taught to believe it a country almost without schools, and its community a parcel of ignorant beings, the off-scourings of Europe. How mistaken this assumption is, it needs but statistics to illustrate. But, nevertheless, though rapid progess has marked the advance of civilization, that progress has not been uniform in both sections of the Province; and still Lower Canada is far behind Upper Canada in its means and aptitude for the development of educational ability. It must be remembered, however, that Lower Canada is an old settled country, having inveterate prejudices to overcome, vested interests to conciliate, and a population swayed largely by a sordid priesthood. Upper Canada, on the oher hand, has neither traditions nor theocratic hinderance to contend against, and its inhabitants are a young and energetic people, chiefly from Protestant countries—England, Scotland Norway, Sweden and Germany, and the Protestant sections of Ireland. The Irish and other Catholic populations resort chiefly to the United States, where, in a few years, they have built up a powerful hierarchy and a wide spread and influential priesthood. The greater portion of all persons immigrating to the British Provinces settle in the upper section, and hence Lower Canada, receiving but a small portion, retains its original Catholic majority. In 1852, out of a population of 952,004, Upper Canada had only 167,495 Roman Catholics; while in Lower Canada with a population of 890,261, no less than 746,866 were Catholics. These facts alone suffice to substantiate the preconceived opinion respecting education in the two sections without appealing to other authentic causes, which would go far towards an illustration of the resulting differences. So far as the government is concerned, no preference has been extended to either section, and both have received its liberal fostering care and support.

The statistics applying to Upper Canada were laid before the Government in October, 1854, and apply to the years 1853-4, and previous years since 1841. From these we compile the following table, which will exhibit the progress made from the period last named to the end of the last school year reported:—

	1842.	1853.
Colleges	5	8
County Grammar Schools and Academies	25	79
Private Schools	44	174
Normal and Model Schools	—	3
Common Schools	1,721	8,127
Total	1,795	8,391

	1842.	1853.
College Students	4,000	756
Grammar Schools and Academic Students		8,889
Private Schools		8,822
Normal and Model Schools		735
Common School Scholars	65,978	194,736
Total	69,978	203,888

In 1842 the number of children, between five and sixteen years of age, was 141,143, and in 1853 the same class numbered 268,957.—Hence, at the first period, only 49½ per cent of the children of school age were actually attending school, while at the later period the ratio was 76 per cent; or in the whole population, in 1842, the ratio of scholars was 14½ per cent, and in 1853, 23 per cent. These figures certainly shew an immense improvement, and place Upper Canada in the first rank among educated countries. In any of the United States the highest ratio of scholars to population was, in 1850, only one in three, or 33 per cent, (as in Maine,) and in the whole United States, exclusive of slaves, the ratio was one in every five persons, or 20 per cent. The difference in favor of Upper Canada, in the first instance, is 10 per cent, and in the latter, 8 per cent.

The statistics of Lower Canada refer only to the year 1853-4, and hence no comparison of periods is possible. In that year the condition of education was as detailed in the following summary:—

Grad. of Schools.	Number.	Scholars.
Elementary Schools	2114	92,275
Model Schools	67	3,524
Superior Girls' Schools	58	3,041
Academies, &c.	19	1,169
Classical Colleges	14	2,110
Convents	44	2,786
Independent Schools	85	4,923
Total	2,396	108,284

In Upper Canada, about 28 per cent of the population are of school age. On the same basis, the number of such persons in Lower Canada would be 249,500, and hence the proportion attending school to those who should be is only 43 per cent. In Upper Canada, as before stated, it was 16 per cent. Of the whole population, only 12 per cent were attending school; in Upper Canada, 23 per cent. This is very low, and 8 per cent below the average of the United States.

Thus when we may compare the educational interests of the United States and Canada:—

	Scholars to whole Population.	Scholars to Children of School Age.
Upper Canada	23 per cent.	76 per cent.
Lower Canada	8 "	43 "
The State of Maine	33 "	93 "
The United States	20 "	66 "

The following interesting table showing the comparative state of education in America and Europe, is from the latest returns:—

States.	One Scholar to	States.	One Scholar to
Maine	3.1 persons.	Norway	7.0 persons.
Upper Canada	4.4 "	Belgium	8 3 "
Denmark	4.6 "	France	10.5 "
United Sates	4.9 "	Lower Canada	12.5 "
Do. (including slaves)	5.6 "	Austria	13.7 "
Sweden	5.6 "	Holland	14.3 "
Saxony	6.0 "	Ireland	14.5 "
Prussia	6.2 "	Greece	18.0 "
Great Britain	7.5 "	Russia	50.0 "
Do. (actuallly at School)	7.0 "	Spain	65.8 "
		Portugal	81.7 "

The comparisons in the above instances are to the total population, and will therefore be somewhat affected by the greater or less proportion of persons at school age in the several countries. With all allowance, the results are sufficiently remarkable; they place Maine and

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Upper Canada at the head of educated states, and America before any state in Europe. The Protestant states are also far in advance of the Catholic states. Lower Canada, it will be remarked, has not kept pace with France, its mother country. On the whole, we have much cause for rejoicing that America has attained the highest branch of the tree of knowledge.—[Copied by the *Leader* from some unacknowledged source.]

GEOLOGICAL DISCOVERY IN CANADA.

The writer of a letter from Paris, in a late number of the Montreal *Herald*, states:—

"The other evening I had the pleasure of being present at a meeting of the Geological Society of France, where M. Elie de Beaumont, Senator and Perpetual Secretary of the Academy of Sciences, presided, and where I saw many other distinguished *savans*, De Lenarmont of the Academy, the Vicomte d'Archiac, DeLess of the Sorbonne, and Barrande, the great continental authority in Silurian Geology.

"Mr. Logan, Director of the Canadian Geological Survey, presented some engravings, from figures, by Professor Hall, of New York, of the Graptolite, a fossil whose nature has hitherto been involved in great obscurity; he gave, at the same time, a description of the position and association of these remarkable fossils, which are from the rocks of Quebec, and afford at a glance to any one skilled in the science, a refutation of the notion that these strata are of the carboniferous epoch. Mr. Logan's communication was received with great interest, and the new light thrown upon the structure of the animal excited a good deal of discussion. He informed the society, that these plates were to constitute part of a first volume of the fossils illustrating the Geological Survey of Canada, soon to be published."

On this extract the Editor of the Ottawa *Citizen*, of the 30th June, remarks as follows:—

"The simple announcement, that Mr. Logan is able to exhibit a perfect graptolite, may not seem of much importance to non-Geological readers, and yet it is one which will fill all the Geologists of Europe with delight, and give to the wood clad hills of the country whence the specimen has been procured, a new and extraordinary interest. A graptolite is a small and generally inconspicuous fossil, usually two or three inches in length and one-eighth of an inch in diameter, resembling the plume of a small straight feather. Hence—its name—literally a stone-pen. For the last quarter of a century the most penetrating intellects the world ever saw, have been endeavoring in vain to ascertain in what department of the organised creation it should be classified, and it has been reserved for a native Canadian to settle the point by the production of a perfect specimen from the rocks at Quebec. It might be supposed of little consequence, what should or should not be the nature of a diminutive object, which almost, always only appears like a small black mark upon a rock, but then, when it is known that by these little marks the Geologist is able to explain the structure of extensive regions, and point out the existence or non-existence of those minerals, upon which depends a large portion of the trade and military strength of nations, every particular relating to the structure of our little fossil becomes of even national importance. The graptolite is neither coal, nor iron, nor gold, but it is a trusty guide to those in quest of those minerals. Its value consists in its affording a clue to those secret recesses in which nature has buried her precious stores, and Mr Logan's success in pointing out its Zoological rank, is one of the brightest achievements of modern science. Let us rejoice that the achievement belongs to Canada."

THE INFANT ASYLUMS OF TUSCANY.

Communicated by the Venerable Abate Pullicino, Chief Director of Primary Education in the Island of Malta and Gozo.

In Italy those institutions for elementary education are called Infant Asylums, which in England receive, among other names, that of Infant Schools. The Asylum, in this case, does not mean simply a place of refuge, but is at once a house for protection and instruction.

The Infant Asylums established in the city of Florence deserve particular attention, on account of the admirable manner in which they are conducted.

When I visited them in 1850, they were in a most flourishing condition. They were three in number, situated in three different localities of that capital. On examining what went forward in them, I could not but foresee the great benefits which these institutions must, with time, necessarily produce, by giving a religious education to many poor creatures who would otherwise have been brought up in ignorance and abandonment.

These Asylums are supported by a numerous and respectable society of contributors; some ladies of the city form a conspicuous part of it, and lend their services as directresses. Thirty-six of them divide among themselves the work of the year, three of them doing each month what is necessary for the government of these three Asylums.

Of these three directresses, one occupies herself more particularly with the instruction of the mistresses, another with the teaching of the infants, and the third with the direction of the industrial occupations in which the infants are practised.

The direction of the institution by these ladies does not exclude the services of a permanent general director, who, assisted by an inspector, renders more vigorous and uniform the management of all these institutions designed for the education of infancy.

The duty of an inspector is to go round continually among the Asylums, observing what goes forward in them, lending the assistance necessary to put in practice the orders of the superiors, and in this way serving as an organ of communication between the Asylums and the board of directors.

Of the three Asylums above mentioned, that situated near the church of St. Ambrose serves for the education of males, and that of St. Joseph, for the education of females; but in both the instruction is given by mistresses only, who in truth make very excellent teachers. The graceful deportment, softness of words, together with power of command, which I observed in those, whom I had the opportunity of meeting in these Asylums, are especially worthy of remark. Before they become mistresses, they are required to teach as apprentices for so long a time as is necessary to render them efficient. And sometimes they become so apt, that it would be difficult to find their equals.

These Asylums, although frequented by a large number of infants, are nevertheless kept with much neatness, and great care is taken that the infants themselves shall also be very clean in their persons, which is a difficult thing with children belonging to the poorer classes; but for this purpose there are the necessary conveniences in the Asylums.

The infants in these institutions come every day at eight o'clock in the morning, and remain there till five o'clock in the evening, so that their parents can occupy themselves with their work, without having any anxiety on account of their little ones. For this purpose, they bring to school with them a little bread in a small basket, so that they may, towards the middle of the day, make a meal, receiving from the Asylum some soup prepared at the expense of the institution itself; the distribution of this soup forms parts of the scholastic occupations of the day. It is distributed by the infants themselves, upon benches prepared for the purpose, with much order, the meal being preceded and followed by a common act of prayer and thanksgiving.

It appears that some persons, as for instance M. Cormenin, in a little work on the Infant Asylums of Italy, condemn the practice, as predisposing the infants to depend on others for their subsistence. But if this observation be true, there remains the doubt whether it is applicable to all places indiscriminately, and to all sorts of circumstances. It is certain that if this soup were not given to these infants, it would be difficult to keep the poor creatures all the day in the Asylum, and thus liberate the parents from all care of them.

The infants are received in these Asylums from the age of two years, and remain there generally till the age of ten.

In the instruction, great use is made of various species of moral tales, with which it is sought to train to virtue the hearts of the children. In this sort of instruction, some of the mistresses in these institutions shew great ability; to assist the imagination, they make use of well-delineated views of the subjects on which they speak, and in this way they succeed in impressing better what they say on the tender mind of those who listen to them.

Both the boys and girls are occupied some hours of the day in works of taste, such as lace and crochet work, and similar things. This is practised with the boys to give them a strong habit of working. Some of the work produced by these infants is very remarkable.

With the above-named Asylums are united further classes, called "classes for finishing;" in these the children educated in the Asylums can, when they have passed the age of infancy, continue their course of instruction.

The Asylums of other cities of Tuscany are conducted very nearly in the same manner as those of Florence. Those at Leghorn, however, deserve to be specially commended. In proportion as this sort of institution is more diffused over Italy, will the road to a complete system of schools of efficient popular education be rendered more easy in that country.

SCHOOLS IN NEW YORK CITY.

NEW YORK city is gigantic in everything—wealth and poverty, splendor and squalidness, intelligence and ignorance, virtue and vice, all manifest themselves upon a scale of magnitude unapproached and unapproachable, at least on the occidental side of the Atlantic. Men may moralize, and very properly, upon the enormity and the amount of crime in New York; but they ought not, at the same time, to lose sight of the activity of her citizens in every good work.

Among the noble institutions of that city must be reckoned the Common Schools, of which, according to the recent report of the Superintendent, there are, including the Primary, Grammar, Evening, Colored, Normal School, and the Free Academy, the number of two

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hundred and sixty two. The whole number of pupils taught in these institutions during the past year is 146,590; and the aggregate of money expended for this object, including the cost of new buildings, furniture, repairs, &c., was $775,973. 38. Two hundred thousand of this sum was applied to the purchase of sites and the erection of ten new buildings at an average cost of $20,000. Fifty of the school houses are capable of seating each two or three thousand pupils, and are divided into three departments, Male, Female and Primary, the departments occupying separate stories. In each of the Primary Schools three or four hundred of the younger pupils are instructed preparatory to entering the Grammar schools.

Five or six hundred teachers assemble each Saturday at the Normal School, where they receive lessons on instruction and discipline, and are thus continually improving and perfecting themselves in their own peculiar departments of science.

Seven hundred thousand dollars is a large sum for one city to raise in a single year for educational purposes, but it is only one dollar for each inhabitant, and less than one-half of the Alms House and Police expenses during the same time. The Board urge an increased expenditure the coming year for the establishment of a Free Academy for girls, similar to the one now in operation for boys where the female portion of the rising generation can receive instruction free of cost in the higher walks of literature and science, as well as in music, drawing, painting and designing, which is a consummation devoutly to be wished. —The report complains of the great multiplicity of books (a very common complaint everywhere) in use in the schools, of which there are 50 Spelling-books, 25 Geographies, 20 Grammars, 10 Algebras, 20 Histories, 115 Readers, and other books in proportion. On this subject the report says: "Where so large a number of teachers are employed under the same jurisdiction, a diversity of taste, judgment and strong preferences oftentimes might be expected. Yet, where a large population is crowded densely into a few square miles, and scholars frequently remove from one part of the city to another, this is a question which must sooner or later occupy the attention of the Board.

Papers on Practical Education.

EDUCATION OF BOYS AND GIRLS TOGETHER.

Mrs. Jameson, in her "Common Place Book of Thoughts, Memories and Fancies," says:—

I am convinced from my own recollections, and from all I have learned from experienced teachers in large schools, that one of the most fatal mistakes in the training of children has been the too early separation of the sexes. I say has been, because I find that everywhere this most dangerous prejudice has been giving way before the light of truth and a more general acquaintance with that primal law of nature, which ought to teach us that the more we can assimilate on a large scale the public to the domestic training, the better for all.—There exists still, the impression—in the higher classes especially—that in early education, the mixture of the two sexes would tend to make the girls masculine and the boys effeminate, but experience shows us that it is all the other way. Boys learn a manly and protecting tenderness, and the girls become at once more feminine and more truthful.

Where this association has begun early enough, that is, before five years old, and has been continued till about ten or twelve, it has uniformly worked well; on this point the evidence is unanimous and decisive. So long ago as 1812, Francis Horner, in describing a school he visited at Enmore, near Bridgewater, speaks with approbation of the boys and the girls standing up together in the same class; it is the first mention, I find, of this innovation on the old collegiate or charity school plan—itself a continuation of the monkish discipline. He says, "I like much the placing of the boys and girls together at an early age; it gave the boys a new spur of emulation." When I have seen a class of girls standing up together, there has been a sort of empty tittering, a vacancy in the faces, an inertness, which made it, as I thought, very uphill work for the teacher; so when it was a class of boys, there has been often a sluggishness—a tendency to ruffian tricks—requiring perpetual effort on the part of the master.

In teaching a class of boys and girls, accustomed to stand up together, there is little or nothing of this. They are brighter, readier, and better behaved; there is a kind of mutual influence working for good; and if there be emulation, it is not mingled with envy or jealousy. Mischief, such as might be apprehended, is in this case far less likely to arise than where boys and girls, habitually separated from infancy, are first thrown together, just at the age when the feelings are first awakened and the association has all the excitement of novelty. A very intelligent schoolmaster assured me that he has had more trouble with a class of fifty boys than with a school of three hundred boys and girls together, (in the midst of which I found him,) and that there were no inconveniences resulting which a wise and careful and efficient superintendent could not control. "There is," said he, "not only more emulation, more quickness of brain, but altogether a superior healthiness of tone, body and mind, where the boys and girls are trained together till about ten years old, and it extends into their after-life. I should say because it is in accordance with the laws of God in forming us with mutual dependence for help from the very beginning of life."

What is curious enough, I find many people—fathers, mothers, teachers—who are agreed that in the schools for the lower classes, the two classes may be safely and advantageously associated, yet have a sort of horror of the idea of such an innovation in schools for the higher classes One would like to know the reason for such a distinction, instead of being encountered, as is usual, by a sneer or a vile inuendo.

QUALIFICATION OF TEACHERS IN U. C.

The St. Thomas *Despatch* of the 25th July, in summing up an elaborate deprecatory article, upon the recent examination of Common School Teachers, in the County of Elgin, remarks:—"We write with a view to impress upon our teachers, the necessity of improving themselves in everything that relates to their profession; and upon parents and trustees, that of caring into whose hands they commit the intellectual culture and moral training of their young.

"With what diligence do we often seek for the best mechanics, when we have a house to build or adorn, and at what sacrifice do we often employ their labor. What pains do we take to inform ourselves of their skill and ability to accomplish the desired result, before we finally commit the rare materials to their hands; and with what anxiety do we watch their progress, day after day, as their skill and ingenuity are expended upon it.

"And is it not strange! passing strange! that the most valuable of all that is subject to our operations upon earth—the minds of our children—is often submitted, without a thought, to fingers the most unskilful in the work in which they are engaged. With stolid indifference we commit the immortal destiny of our young to teachers of the class referred to above, and the thought never troubles us, whether or not, the ineffaceable lines they are daily tracing upon the imperishable and plastic essence, tends to prepare the subject for acting his part properly, as a man of business, a christian, and a member of the civil community of which he forms a part. This ought not so to be. Education we *may* have, and we *shall* and *must* have it. The philanthropic and progressive spirit of the age calls for it; the vast resources of our country require it; and the cause of humanity and religion demands it. Let accomplished teachers be diligently sought for; let them be treated with due deference and respect when obtained, and let the remuneration be such as will induce men of talent and ability to devote themselves to teaching as the business of their lives. We shall in vain expect to see the profession filled with men of the requisite stamp, so long as the teacher's wages is meted out with so close and niggardly a hand as at present. £150 is as low a salary as should be offered to any teacher of youths."

THE BEAUTIFUL AND TASTEFUL IN EDUCATION.

"Why should not the interior of our school houses aim at somewhat of the taste and elegance of a parlor? Might not the vase of flowers enrich the table, the walls display not only well executed maps, but historical pictures or engravings; and moralist or sage, orator or father of his country! Is it alleged that the expenses thus incurred, would be thrown away, and the beautiful objects defaced? This is not a necessary result.

I have been informed by teachers who had made the greatest advances towards appropriate and elegant accommodations for their pupils, that it was not so. They have said it was easier to enforce habits of neatness and order among objects whose taste and value made them worthy of care, than amid the parsimony of apparatus, whose pitiful meanness operates as a temptation to waste and destroy.

Let the communities, now so anxious to raise the standard of education, venture the experiment of a more liberal adornment of their dwellings. Let them put more faith in that respect for the beautiful which really exists in the young heart, and requires only to be called forth and nurtured to become an ally of virtue, and a handmaid to religion. Knowledge has a more imposing effect on the young mind, when it stands like the Apostle at the beautiful gate of the Temple. Memory looks back to it more joyously, from the distant or desolated tracks of life, for the bright scenery of its early path.

I hope the time is coming when every isolated village school house shall be an Attic temple, on whose exterior the occupant may study the principles of symmetry and grace. Why need the structures where the young are initiated into those virtues which make life beautiful, be divorced from taste and comfort. Do any reply that the "perception of the beautiful" is but a luxurious sensation, and may be dispensed with in systems of education which this age of *utility* establishes? Is not its culture the more demanded to throw a healthful leaven into the mass of society, and to serve as some counterpoise for that love of ac-

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cumulation, which pervades every rank and spreads even in consecrated places the tables of the money changers.

In ancient times, the appreciation of whatever was beautiful in the frame of nature, was accounted salutary by sages and philosophers, Galen says, "he who has two loaves of bread, let him sell one and buy flowers, for bread is food for the body, *but flowers are food for the soul.*" If the "*perception of the beautiful*" may be made conductive to present and future happiness, if it have a tendency to refine and sublimate the character, ought it not to receive culture throughout the whole process of education? It takes root, most naturally and deeply, in the simple and loving heart; and is, therefore, peculiarly fitted to the early years of life, when, to borrow the words of a German writer, "every sweet sound takes a sweet odor by the hand, and walks in through the open door of the child's heart."—MRS. SIGOURNEY, *in Com. School Journal.*

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: AUGUST, 1855.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (over 500 per month) on various subjects.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE TOWNSHIPS.

As a considerable number of inquiries have been addressed to the Educational Department, on the subject of the distribution of the county legislative school grant among the various townships for the current year, we have to make the following general explanation.

It will be seen, on referring to the official statement of the apportionment, published in the *Journal of Education* for June, that the aggregate sum apportioned to each county or union of counties is *much larger* than that of last year. This has been in consequence of the increased grant for common school purposes, which had been made by the Legislature early this year, and intimated by the Chief Superintendent in his circular to local Superintendents of the 18th of June.

It had been urged with great truth that, since the last census was taken, a large influx of population had taken place into the new and rapidly increasing counties to the west, which placed them at a disadvantage compared with the other less attractive counties and cities to the east, in obtaining a due share in the Legislative School Grant. It was therefore deemed but just and reasonable to adopt as a basis for the distribution of the Legislative School Grant for 1855 the school population returns of 1854, as authorized by the Legislature in case of a defective census.

Great care is taken every year by the Department, to obtain the most complete returns of the school population from each of the cities, towns, villages and townships of the Province. With this view it has been intimated to the local Superintendents that accuracy in the school population returns was of "special importance;" and they were authorized (in the instructions printed on the back of the annual reports to the Chief Superintendent) in all cases to "*approximate*" to the school population of those sections which might be unreported or but partially reported to them. It is evident, therefore, that the Educational Department cannot be held responsible for any discrepancies, which have been discovered in this year's distribution of the school grant among the townships, as compared with former years' distribution, although it will do all in its power to remove such discrepancies wherever practicable.

The law, and the general regulations of the Department, provide every facility to procure the most authentic information upon any particular subject connected with the schools. Local Superintendents are also recommended to make special notes at the time of their official visits to the schools, of any matters on which they require additional information, so as to be enabled, in compiling their annual reports, to check each item therein. Where they fail to take these obvious precautions to ensure accuracy and completeness in their local statistics, (on which, as has been frequently urged, the Chief Superintendent must rely for the basis of his own general report,) they alone are responsible for any omission or defect.

It is obvious, however, that one great source of weakness in this part of the machinery of our educational system, is the incessant change of local Superintendents. Until this great defect is remedied, (and the County Council have it in their power to do so effectually*) we cannot expect that these officers can devote the time and patience, and acquire the experience necessary to as efficient a discharge of their duties as they themselves would wish. There are admirable exceptions, however, of local Superintendents, whose intelligence and devotion to the interests of the schools are worthy of universal imitation. But it is to be regretted that the present system of local superintendence (as a system) is too often characterised by mere fitful effort,—the result, in some cases, of a divided attention, unequal remuneration, and the entire dependence on a popular body for countenance and support, in the discharge of duties of a delicate and important nature; duties which require, among the other qualifications of an efficient local superintendent, a combination of intelligence, zeal and independence, with a thorough appreciation of, and an enlightened sympathy in, the great Christian and national objects contemplated in a system of public education;—and especially in one so generously sustained as ours is by the people and legislature of the province.

DEFECTIVE COUNTY FINANCIAL RETURNS.

In connection with the foregoing, it may be proper to give some explanation of the cause why a part of the legislative school grant has been withheld from individual townships in certain cases.

The proviso of the 40th section of the School Act of 1850, enacts, "That should the municipal corporation of any county, city, town or village, raise in any one year a less sum than that apportioned to it out of the Legislative School Grant, the Chief Superintendent of Schools shall deduct [not *may*, as some imagine, *but shall deduct*] a sum equal to the deficiency, from the apportionment, to such county, city, town or village,

* The third clause of the twenty-seventh section of the School Act of 1850, authorizes County Councils to appoint, annually, a local superintendent of schools *for the whole county*, or for one or more townships in such county. The thirteenth section enacts that the salary of a local superintendent shall "not be less than one pound, currency, per school." Neither can a local superintendent take charge of more than one hundred schools. In the State of New York, it appears from the following extract from a newspaper, that, "The expression of public opinion, through the press, seems to be strongly favorable to the restoration of county superintendents of common schools. It is stated that the State Superintendent of Public Instruction regards such a measure as highly desirable."

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the following year." The fifth clause of the 35th section, also enacts "That it shall be the *duty* of the Chief Superintendent to see that *all moneys* apportioned by him be applied to the objects for which they were granted;" and the 45th section provides "That no part of the salaries of local superintendents of schools, nor of any person employed, or expenses incurred [treasurer's fees, &c. &c.,] in the execution of this Act, shall be paid out of the school fund."

In order to afford the Educational Department the strongest evidence that the provisions from the law quoted above have been faithfully complied with, it is made the *duty* of each county council (5th clause, 27th section,) "to appoint annually, or oftener, auditors, whose duty it shall be to audit the accounts of the county treasurer and other officers to whom school moneys shall have been intrusted, and report to such council; and the county clerk shall transmit to the Chief Superintendent, on or before the first day of March in each year, a certified copy of the abstract of such report," &c. The law also requires the county council to take every precaution, and to exact security from each sub-treasurer entrusted with school moneys, that the entire of the school fund shall be strictly applied to the objects contemplated by the legislature. Another provision of the law imposes the same duties upon the councils of cities, towns and villages.

It must be apparent to every one that unless these local officers strictly perform their duty in accounting for the expenditure of the school fund, the Chief Superintendent cannot, in terms of the sections of the act quoted, pay an apportionment which the law expressly declares to be forfeited, and authorises him to deduct it. He can only pay an amount equal to that which has been accounted for as raised and expended according to law the preceding year.

It has been urged, that in giving effect to the law, the school teachers of a county should not be made to suffer for the neglect of the local school officers. True, as a question of personal consideration for, and sympathy with, a valuable class of public officers; but it should be borne in mind that if law were left dependent for its impartial administration upon the ever varying current of our feelings, it would soon degenerate into caprice. The grant is made to the county upon certain conditions prescribed by the legislature, and voluntarily accepted by the county. If, therefore, these conditions are not complied with on the part of the council, the department, acting on behalf of the legislature, cannot of course continue the grant until the conditions of receiving it are complied with.

But in order to prevent the teachers from suffering for any any neglect on the part of the school officers of their county, the Chief Superintendent has invariably given *one year's notice* of any deduction which he may be compelled to make, in order to give the authorities of the county concerned an opportunity of completing their financial returns to the department. Further than this even departmental discretion cannot permit him to go, and less than this would not be sufficient to give effect to the salutary and excellent financial provisions of the school law.

DISTRIBUTION OF THE SCHOOL GRANT AMONG SCHOOL SECTIONS.

Several local superintendents and others having applied to the Educational Department to know if any modification would be made in the instructions issued by the Chief Superintendent in regard to the distribution of the school fund among the school sections of a township, according to the average attendance of pupils. It has been instanced that a school which has been kept open for six months in a feeble section, thinly inhabited, is placed in a disadvantageous position as compared with a school kept open for the same period in a populous section the amounts of whose rate-bill or school assessment would enable the trustees to sustain their school much more efficiently, and at a less cost from each inhabitant. The reply sent has been as follows:

"It does not always follow that because two schools are kept open the same length of time that the same salary is paid to each teacher. As a general rule, the larger the school and the more populous the section, the higher the qualifications required, and the larger the salary paid to the teacher. Besides, the policy of this department has been to discourage small and feeble school sections so as to induce them to merge themselves into the larger school divisions. To pay each section according to its works is but fair and equitable. I may remark, however, that with a view to meet such cases as you describe and not to interfere with the just principle of distribution authorised by law, the first clause of the 27th section of the School Act of 1850, especially authorises each county council, in addition to the sum which it raises as an equivalent to the Legislative School Grant, 'to increase the county school fund at its discretion, so as to give special or additional aid to new or needy school sections, upon the recommendation of one or more local superintendents."

Manuals for Grammar and Common School Officers.

A manual for the use of grammar and common school officers in cities, towns and villages, and also one for the use of rural trustees, is in course of preparation by this department, and will be distributed as soon as possible. These manuals will contain all the provisions of the law, with the general rules and regulations, list of text-books, &c., which are now in force.

THE SYDENHAM CRYSTAL PALACE.

The Sydenham Crystal Palace may justly take the first rank among the public exhibitions whose object is to combine recreation and instruction.

As a place of recreation, it is without a rival. There is no other place of public resort, with which we are acquainted, that affords so much innocent enjoyment. The visitor walks through the park attached to it, and gazes, now on the fairy-like structure, which rises from the brow of the hill into the clear blue sky, now on the magnificent landscape which stretches away in the opposite direction as far as the eye can reach, or on the beautiful park itself, which at every turn presents some new and agreeable surprise; or he resigns himself to the general feeling of enjoyment which, as a delightful spell, is thrown over his faculties by the genius of the scene. And if he enters the palace, the view that meets his gaze is even more enchanting. The vast and graceful proportions of the building itself; the flood of light, which enters its walls of transparent crystal, and, mingling with the harmonious colors of its light and airy columns, bathes the whole of the interior in the most lovely rainbow hues; the numbers of beautiful and striking forms which throng the view; the rich products of human skill and ingenuity scattered here and there; and the gorgeous displays of beautiful flowers and elegant plants in all directions: all this and much more, conspires to form a spectacle of unequalled splendor and brilliancy. And when the visitor has gazed long enough at the *tout ensemble*, he turns his attention to the details, and finds in them an inexhaustible supply of matter to interest and amuse him. While he threads his way in delighted admiration among these varied objects, the sound of music suddenly sweeps through the long lines of the fairy fabric, rising wave upon wave with a tumultuous swell, until it fills the entire space, and makes it ring in every part with soul-stirring or cheerful strains. He now involuntarily gazes on the whole scene again: the music seems to harmonize with it, and to interpret it to his feelings; the impression, which it had already produced on his mind, is heightened in a tenfold degree; he sees that it is thronged by thousands of delighted specta-

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tors and listeners like himself; and if he is poetical, he imagines it to be some enchanted scene in fairy-land; if he is not poetical, he sees in it a scene of innocent and happy enjoyment on the part of his fellow mortals, and his own enjoyment is increased in consequence.

On particular occasions, there are such additional attractions as a flower-show or a concert, in the palace, and military bands of music, or a display of the fountains in the gardens. When the fountains began to play, on a late occasion, the visitors made their way into the gardens; and the scene which was soon presented was one of indescribable beauty and interest. The water rose in graceful columns, some of them of enormous height, and fell over in wavy foam like folds of the finest muslin; while at intervals the sun peered out from behind a silvery cloud, and spanned the liquid columns with the most beauteous rainbows. Even Versailles was here outdone, as many who had witnessed the far famed water displays of that royal abode were heard to acknowledge. All the terraces of the gardens were covered with dense throngs of happy beings, who added life to the scene, and thus gave it an interest which it could not otherwise have possessed. Certainly no monarch ever assembled so numerous a company of guests in so splendid a palace, or entertained them in so agreeable and rational a manner.

As a place of instruction, the Crystal Palace has more formidable rivals; but it possesses many and great advantages in this respect also, and some of them are peculiar to itself.

First and foremost among these we would mention the Architectural and Fine Arts Courts. These will give us a condensed view of the leading characteristics of the different styles of architecture which have been adopted at successive periods by various civilized nations; and will also present us with specimens of the sculpture produced by those several nations. We may here trace with pleasure and with profit the progress of these two sister arts through all the varied phases which they have assumed, from the earliest ages to comparatively recent times. Nothing could be more educative than such a survey.—To those who already possess an acquaintance with the history of the various nations, these courts will afford the most interesting and valuable illustrations; while those who are destitute of such knowledge will have their curiosity and interest awakened, and in many cases be stimulated to seek for further information. No person of ordinary intelligence could view the rich decorations of the Alhambra Court, without wishing to learn something of the history of the Moors; or the gigantic figures of Rameses the Great, without feeling curious to know something about the manners, customs, and religion of the Egyptians. Many of these architectural and sculptural remains, now, as it were, brought within the reach of everybody, could not formerly have been inspected without a journey over a great part of the world. It is true that we see but copies and imitations: but then how great the difference between this and not seeing them at all, or only seeing them on paper! The diligent student of history will know how to appreciate the privilege.

Next there is the Portrait Gallery, which contains the most extensive collection of busts of great or notable men ever brought together. We may there find the busts of the great men of every civilized nation, in whatever department they may have achieved their greatness.

> "Here mighty chiefs in later ages born,
> Or worthies old whom arms or arts adorn,
> Who cities raised, or trained a monstrous race,
> The walls in venerable order grace,
> Heroes in animated marble frown,
> And legislators seem to think in stone."

True, the marble has here again to be imagined; but that is very easily done, so long as we have the form and features.

What study can be more interesting and instructive than that of the lives of great men? And in connection with this study, how precious to us is any representation of the form and lineaments of that material body in which it pleased the Creator to envelope the immortal spirits of the men whom he has sent into the world from time to time to influence the destinies of the human race.

> "Tho' the giant ages heave the hill
> And break the shore, and evermore
> Make and break and work their will;
> Tho' worlds on worlds in myriads myriads roll
> Round us, each with different powers,
> And other forms of life than ours,
> What know we greater than the soul?
> On God and Godlike men we build our trust."

To facilitate a methodical and instructive inspection of these portrait-busts, they are arranged according to the country to which the celebrities belonged, the time at which they lived, and the department in which they distinguished themselves; and these three particulars, together with the names of the celebrity and the sculptor, are inscribed under each portrait.

Art is thus represented in the Crystal Palace, by Architecture and Sculpture, on a most comprehensive scale; and the objects have all been selected and grouped with a special relation to instruction. The building itself which enshrines these objects, furnishes a further illustration of the progress of art, representing as it does a style of architecture which has arisen in our own day, and of which the Crystal Palace is as yet the noblest specimen that has been produced. The thoughtful observer may see in this style of architecture striking evidence of the advance which has been made in the present age in the application of science to architectural construction.

Science is represented by Zoology, Botany and Geology, which were considered to be the departments that best admit of illustration. Here again a novel and peculiar mode of arrangement has been adopted, with the view of making the objects yield the largest amount of instruction. The attempt has been made, and, as we think, with great success, to arrange them all in characteristic groups, so as to show their natural relation and dependence, and to give a real and life-like aspect to the representation.

In the Natural History Department, which is inside the building, the illustrations of the animal and vegetable kingdoms have been arranged according to their geographical distribution. Each great division of the world has a portion of space allotted to it, and illustrations of the animals and plants peculiar to it are grouped side by side, as they occur in their native countries.

Among the illustrations of animals are included representations of the various races of men, engaged in characteristic occupations. This is the first Ethnological collection that has been attempted. It shews us at a glance the physical characteristics of the several varieties of the human family, and affords us an occasion for much instructive inquiry into their social, intellectual and moral condition. Such inquiries have an important bearing on a subject of the most absorbing interest to every thinking mind, namely, the future destiny of the human race. It is a subject which all who have it in their power to exert any influence on the progress of society are bound to study deeply, if they would direct that progress aright.

The plants are real specimens, and their growth is maintained only by very great care and attention. They present living illustrations of every class of vegetation, from the groveling lichen to the stately palm and the noble oak, all growing in truthful representations of their native abodes.

The Geological Illustrations, which are placed in the Park, are unique in their character. The same principle of grouping is here applied to the prehuman world. There are real strata of the whole series of rocks, in regular succession and in characteristic positions, with faults, fissures, and caves, just as they occur in nature. And many of the largest and most remarkable of the extinct animals of the secondary and tertiary periods have been restored, and are placed on islands and in shallow lakes, intended to represent the physical conditions, under which they appear to have lived.

Next to a visit to some chalk-pit, coal-mine, sea-cliff, or mountain escarpment, there could be no better mode of gaining an idea of the nature and superposition of geological strata, than an inspection of the rocks in this department of the Crystal Palace. The restorations of extinct animals will give the death-blow to the absurd prejudice existing against geology, by popularizing a knowledge of the subject. It will be in vain for any bishop to prohibit his clergy from referring to the subject in the pulpit, now that these creatures of bygone ages are brought above ground, and are rendered so very palpable. They can no longer be treated as fabulous creations of atheistical philosophers, and as having a tendency to subvert revealed religion; but they must now be acknowledged as the real creations of the Almighty himself, and their remains must be regarded rather as a further revelation, which He has treasured up for us in the bowels of the earth, in order that we may form larger conceptions of His power and glory, of the depth and riches of His love towards His children, of Time and Eternity, and of the destiny of our race both here and hereafter. Most readers know how mighty an impulse Cuvier gave to the progress of geology, by his celebrated restorations of animals of the tertiary epoch: another such impulse will be given to the science by the restorations at the Crystal Palace. We may rely upon their accuracy, seeing that they have the sanction of Professor Owen, the Cuvier of England.

Both the artistic and scientific departments of the Crystal Palace have thus a highly educative tendency, and possess features which are peculiar to them. There are other departments which, though not so characteristic of this exhibition, may yield a large amount of practical and useful information to an intelligent and careful observer. Such are the Raw Produce and Agricultural Collection, which exhibits the different kinds of soil, the produce of the soil, and the economic and technical uses to which the produce is applied; the Machinery and Agricultural Implement Department, which exhibits the mechanical contrivances by which our manufactures and our agriculture are conducted; the various Industrial Courts, which contain specimens of the results of our manufactures; and the foreign Industrial Court, in which articles of art and manufacture produced by other nations may be seen. The Crystal Palace is therefore well calculated to afford

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valuable lessons in Industrial Manufacture, as well as in Science and Art.

Taken separately, then, either as a place of recreation, or as a place of instruction, the Crystal Palace possesses great, and, to some extent, peculiar advantages; and, as it combines both these characters, each in this high degree, it may fairly claim to rank above all other institutions established with a similar object.

We trust that the public will know how to appreciate an institution which offers them this unparallelled combination of advantages, and that they will not suffer it to fail for want of that support to which it is so well entitled. Instead of looking on and speculating upon its probable chances as a commercial undertaking, they should, for their own sakes, rally round it and insure its success. It is a national work, which was conceived and carried out by men of enlightened enterprise; to which eminent literary and scientific men have lent the aid of their learning and their skill; to which distinguished philanthropists and friends of education have given their countenance and support, and which Her Most Gracious Majesty the Queen has regarded with peculiar favor and interest, as calculated to contribute to the happiness and improvement of all classes of her people. 'Twere a national disgrace, as well as a national loss, if so noble an institution were allowed to droop or die, from the sheer indifference of the public to their own interests. The Crystal Palace is peculiarly their own; let them guard their own from destruction.—*English Educational Expositor, July* 1, 1855.

Miscellaneous.

THE LITTLE BOY THAT DIED.

Dr. Chalmers is said to be the author of the following beautiful poem, written on the occasion of the death of a young son whom he greatly loved:—

I am all alone in my chamber now,
And the midnight hour is near,
And the faggot's crack and the clock's dull tick
Are the only sounds I hear;
And over my soul in its solitude
Sweet feelings of sadness glide,
For my heart and my eyes are full when I think
Of the little boy that died.

I went one night to my father's house,
Went home to the dear ones all,
And softly I opened the garden-gate,
And softly the door of the hall;
My mother came out to meet her son,
She kissed me and then she sighed,
And her head fell on my neck, and she wept
For the little boy that died.

I shall miss him when the flowers come
In the garden where he played;
I shall miss him more by the fire-side
When the flowers have all decayed;
I shall see his toys and his empty chair
And the horse he used to ride;
And they will speak with a silent speech
Of the little boy that died.

We shall go home to our Father's house—
To our Father's house in the skies,
Where the hope of our souls shall have no blight,
Our love no broken ties;
We shall roam on the banks of the river of peace,
And bathe in its blissful tide,
And one of the joys of our Heaven shall be
The little boy that died.

A SCHOOL INCIDENT.

In my early years, I attended the public school in Roxbury, Massachusetts. Dr. Nathaniel Prentice was our respected teacher: but his patience, at times, would get nearly exhausted by the infractions of the school-rules by the scholars. On one occasion, in rather a wrathy way, he threatened to punish, with six blows of a heavy ferule, the first boy detected in whispering, appointing some as detectors. Shortly after, one of these detectors shouted—

"Master, John Zeigler is whispering."

John was called up, and asked if it was a fact—(John, by the way, was a favorite, both of the teacher and his school-mates.)

"Yes," answered John, "I was not aware what I was about. I was intent in working out a sum, and requested the one who sat next, to reach me the arithmetic that contained the rule, which I wished to see."

The Doctor regretted his hasty threat, but told John he could not suffer him to escape the punishment, and continued—

"I wish I could avoid it, but I cannot, without a forfeiture of my word, and the consequent loss of my authority. I will," continued he, "leave it to any three scholars you may choose, to say whether or not I remit the punishment."

John said he was agreed to that, and immediately called out G. S., T. D., and D. P. D. The Doctor told them to return a verdict, which they soon did, (after consultation,) as follows:

"The master's word must be kept inviolate—John must receive the threatened punishment of six blows of the ferule; but it must be inflicted on volunteer proxies; and we, the arbitrators, will share the punishment by receiving two blows each."

John, who had listened to the verdict, stepped up to the Doctor, and, with outstretched hand, exclaimed—

"Master, here is my hand; they shan't be struck a blow; I will receive the punishment."

The Doctor, under pretence of wiping his face, shielded his eyes, and telling the boys to go to their seats, said he would think of it. I believe he did think of it to his dying day, that the punishment was never inflicted.—*Cincinnati Times.*

THE SUBDUING INFLUENCE OF CHILDREN.

What would this world be really worth, if it were robbed of the hearty laugh and merry prattle of little children? What home would be worth the name of "home," if there were taken from it those little vines, which morning and night put out their little arms to climb and kiss the parent stem? What hearth would look cheerful, if around it were not those little Lares to cheat it of its loneliness and gloom? What a desert is, without an oasis—a forest, without a shrub—a garden, without a flower—a lute, without a string, so is a home without children. Who does not love little children? Who does not feel happy, when his heart doors are locked suspiciously against all the rest of the world, in raising its windows and letting these little ones flock in, and rummage every secret drawer and cupboard from the basement to the attic? Happy is that man who loves little children. Let him be a stranger in a strange place—let him meet with faces unknown before—let him find no heart which beats sympathetically with his own, and yet the sparkling eyes, the curly locks, the sprightly step, and the happy laughter of children are the same to him here as at home. Their bright faces are like stars to him, ever twinkling the same wherever he goes; their gay voices are like cheerful murmuring rivulets, or like the happy songs of birds, always sounding the same to his ears. Let him be sad—let the clouds of sorrow gather their darkness and his years—let the snows of adversity chill his better nature—and yet, but let him feel the influence of children, and his soul, like a broken instrument now repaired and newly strung, vibrates with softer and more melodious tones.

THE SAINTED DEAD.

They are our treasures—changeless and shining treasures. Let us look hopefully. Not lost, but gone before. Lost only like stars of the morning, that have faded into the light of a brighter heaven. Lost to earth, but not to us. When the earth is dark, then the heavens are bright; when objects around become indistinct and invisible in the shades of night, then objects above us are more clearly seen. So is the night of sorrow and mourning; it settles down upon us like a lonely twilight at the grave of our friends, but then already they shine on high. While we weep, they sing. While they are with us upon earth, they lie upon our hearts refreshingly, like the dew upon the flowers; when they disappear, it is by a power from above that has drawn them upward; and, though lost on earth, they still live in the skies. Like the dew that is absorbed from the flowers, they will not return to us; but, like the flowers themselves, we will die, yet only to bloom again in the Eden above. Then those whom the heavens have absorbed and removed from us, by the sweet attraction of their love, made holier and lovelier in light, will draw towards us again by holy affinity, and rest on our hearts as before. They are our treasures—loving ones—the sainted dead!—*Harbaugh's Heavenly Recognition.*

ACQUISITION AND APPLICATION OF KNOWLEDGE

In the preface of Henry Mayhew's new work, entitled, "The Peasant Boy Philosopher," occurs the following sentence, which expresses exactly the difference between the mere acquisition of knowledge, and the power of applying it:—"Such is the capacity of some minds, that they may be crammed with any amount of knowledge, though, after all, they will be learned rather than wise, lacking the power to apply their information with any profit to themselves or others, and being only intellectually *corpulent* instead of intellectually strong."

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A TOUCHING INSTANCE OF KINDNESS.

The appended interesting anecdote, in which Mr. Warren, the Recorder of Hull and the author of "Ten Thousand a Year," exhibits a most touching instance of a kind and affectionate heart, will be read with pleasure by the admirers of that excellent man and successful writer, while, at the same time, they may derive from it an unusual lesson. The Rev. C. H. Bromby, lecturing a short time ago before the Association of Schoolmasters of Great Britain, amidst very many admirable suggestions, pointed out the necessity of introducing more kindness into the system of teaching. He illustrated this by a beautiful anecdote. Said he—"Last winter I wandered into the Session House in Hull, and witnessed the trial of a boy of tender years. The Recorder was afflicted with emotion when he found that he was a hardened and oft-condemned criminal, though young. He behaved throughout his trial with the most sullen indifference. In passing sentence, the Recorder followed a new track. 'My boy,' he said, 'I can find none to say a word for you, but I can pity you from my heart; you even know not who your father is, and your other unnatural parent deserted you whilst a child; you have had no friend to guard you; no monitor to warn you; you have never known a tender mother's love, and were never taught by her to think of God and to pray to him.' The boy, who could hear of former committals and endless thefts without an emotion, began to lower his head when the Recorder used the first tone of compassion; lower and lower it went; but at the name of a mother he had never known—the dry channels of his eyes became filled, until at last the boy sobbed as if his heart would break for the very unwontedness of his emotion! So taught the Saviour of mankind the outcast—the publican and the sinner—and shall we fall back upon terror and fear with the tender children of our daily schools?"

THE MENTAL FACULTIES.

1. The perceptive faculties are those by which we become acquainted with the existence and qualities of the external world.

2. Consciousness is the faculty by which we become cognizant of the operations of our own minds.

3. Original suggestion is the faculty which gives rise to original ideas, occasioned by the perceptive faculties or consciousness.

4. Abstraction is the faculty by which, from conceptions of individuals, we form conceptions of genera and species; or, in general classes.

5. Memory is the faculty by which we retain and recall our knowledge of the past.

6. Reason is that faculty by which, from the use of the knowledge obtained by the other faculties, we are enabled to proceed to other and original knowledge.

7. Imagination is that faculty by which, from materials already existing in the mind, we form complicated conceptions or mental images, according to our own will.

8. Taste is that sensibility by which we recognize the beauties and deformities of nature or art, deriving pleasure from the one, and suffering pain from the other.—*Dr. Wayland.*

EXTRAORDINARY FACTS ILLUSTRATIVE OF THE POWER OF PRAYER AND FAITH.

Under this heading, the *Morning Chronicle* gave, on the 11th of June ult., the following statement, which under any circumstances is highly interesting:

A series of three religious meetings, of an extraordinary and deeply-interesting character, were held at Bristol, on the evenings of Wednesday, Thursday and Friday last, for the purpose of hearing from the Rev. G. Muller, the pastor of a sect meeting at Bethesda Chapel, Great George Street, a narrative of the Lord's dealings with him, in answer to faith and prayer, and especially with reference to the New Orphan House on Ashley Down, near that city. No traveller into Bristol by the main turnpike road from Gloucester can fail to have been struck with an extensive pile of buildings, which stand, at once an ornament and a marvel, on the northern extremity of the borough. In answer to inquiry, he will find that in that institution 300 children, from early infancy up to seventeen and eighteen years old, are maintained, clothed and educated, and that "solely through the efficacy of faith and prayer." When the Rev. G. Muller commenced the work, some ten or twelve years ago, he made no appeal to man, issued no prospectus, held no public meeting, made known no subscription list. He simply—according to his own statement—waited on the Lord in prayer, and having ascertained that His mind was favorable, he prayed for means, and waited for them to come to him, in the fullest faith that they would be vouchsafed to him. Marvellous as, in a worldly point of view, it may seem, the means did come in voluntarily, anonymously, and from all parts of the empire. Considerably more than 20,000*l.* was amassed, the structure was raised, the children—all orphans bereft of both parents—received into it, matron, nurses and officers, schoolmasters and mistresses were appointed, and the work of maintenance, of education, commenced, and that without a shilling of endowment, or a single patron, trustee, or annual subscriber. The work has since been carried on in the same way, support being derived from such casual funds as have been volunteered—almost always anonymously, and invariably without solicitation. The immediate object of the present meeting was to receive from Mr. Muller a statement of the Lord's dealings with him, in relation to his intention to commence immediately the first of two other houses for the support of 700 orphans more. In communicating his intention, the Rev. gentleman said:—Not only had he been already sustained in supporting 300 children bereft of both parents, in extending missionary objects, and distributing Gospel tracts, but the Lord had led him to contemplate the building of another Orphan Asylum, at an expense of 35,000*l.*, for 700 orphans more. For six months after the idea was presented to his mind, he never prayed to the Lord for means at all, but simply to ascertain what was the mind and will of the Lord.

Thousands of prayers were brought before God, but not one for means. He prayed to find that it was not a snare for his own heart, and that he was not deluded by the devil, and graciously did the Lord answer him. Once resolved in his mind that he must build, he began to pray for means, and means came in. First he got a half sovereign, and then up to a pound—the thirty-five thousandth part of what he needed was gained, and his heart was filled with gratitude. By-and-by he got up to 35*l.*, the thousandth part; and by-and-by again to the hundreth part—great was his cause of thanksgiving. Then larger contributions came in, and he got to the tenth part, the eighth, the sixth, the fourth. There was cause for more abundant thanksgiving, and for further waiting on the Lord. By-and by he came to the third, the half, and now he had got more than that, for on the 26th of May his fund amounted to 23,059*l.* 17*s.* 8½*d.* Mr. Muller read his diary, which showed how the funds had come in in cash and kind, and in sums varying in amount from 2½*d.* up to 5,700*l.* All the contributions were anonymous, and some of them consisted of articles for sale, such as gold-dust, jewellery, trinkets, &c. One contribution was from California and another from Toronto, and there were others from Liverpool, Brighton, &c., but the great bulk was supplied from residents in Bristol. Never, from the first, had he been permitted to doubt the accomplishment of the work. More than once had his faith and patience been severely tried, but graciously had they been sustained. Whenever disappointment seemed to cross him he remembered that his Father was in the work, and that God cared for poor orphans infinitely more than he did or could care, and that if the Most High did not see the time for the completion of the work, His servant might well afford to wait. Having now enough in hand to warrant him in proceeding, he had engaged architects, and should immediately commence the new asylum for 400 orphan girls. The work would be begun early in July; indeed, he might say that it had been begun already, for on the 29th of May they commenced the sinking of four wells. With regard to the time at which he would commence that for the remaining 300 he could state nothing definite now; but let no one suppose that it would not be commenced. By God's help the work would be accomplished. So unostentatiously and so quietly had Mr. Muller carried on his operations, that beyond a vague idea that he intended at some time to enlarge his Asylum, nothing was known of his intentions. How he has contrived to reach the hearts and minds of his donors is his mystery.—*English Governess.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

On Thursday, the 9th inst., M. le Capitaine de Belveze, accompanied by Capt. Gauthier, and G. W. Allan, Esq., Mayor of Toronto, visited the Normal School and Educational Department for Upper Canada. In the absence of the Chief Superintendent they were received by the Deputy Superintendent and the Head Master. In the Council Room were displayed miniature silk flags of France and Turkey and England, in honor of the alliance between these powers. The Commandant visited the Library depositories, the Normal School proper, the Theatre and other parts of the building, and expressed himself highly pleased with what he had witnessed....A School Demonstration took place lately in the Township of Thurlow, at which about 3000 persons were present. The pupils and teachers of eleven schools occupied seats prepared for them. Judge Smart, Dr. Hope, and other leading citizens of Belleville, with a number of the influential farmers of the township occupied the platform. The proceedings were entirely satisfactory....A correspondent of the Toronto *Leader*, an "American," in his impressions of the City of Toronto, thus writes in regard to the Educational Department:—

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The Normal School is justly the pride and glory of Canada. Her people have given the strongest and most positive proof of their attachment to the cause of popular education, in providing on the most liberal plan buildings and grounds for carrying out this great object. A stroll of an hour through the different departments strengthened our love and heightened our zeal in the cause. The destinies of all countries are, to a certain extent, placed in the hands of our youth, and hence nothing can be more necessary for governments than to see that they are properly instructed in all the arts and sciences of civilization, and thus become proper and fit subjects to sway the sceptre of government. Mr. Hodgins, the faithful and obliging Deputy Superintendent, will please accept our thanks for the courteous manner in which he treated us, and the pains taken in showing us the different departments of the institution....Messrs. E. & J. F. Moore, of Hamilton, have offered a site of "ten acres of ground on the Mountain, within a quarter of a mile of the southern limits of the city," for the contemplated College in that city. J. Hurlburt, Esq., A.M., of the Adelaide Academy, has suggested the erection of the College into an University, containing six Faculties of (1) Arts, (2) Law, (3) Medicine, (4) Agriculture, (5) Commerce, and (6) Mechanics.... The Calendar of Trinity College, Toronto, for 1855, has been published. The following degrees have been granted: One D.C.L., four M.D., eight M.A., nine M.B., one Mus. Bac., and nine B.A. There are forty-three Undergraduates. The following are the scholarships and the prizes: Scholarships,—Two Wellington, two Burnside, one Strachan, two Soc. Prop. Gospel, two Cameron, three Allan, one Law, five Divinity, and one Denison Exhibition; Prizes,—Two Kent, two Bethune, two Chancellor, and one Bishop. The Library contains 2600 volumes... M. H. Foley, Esq., M.P.P., has presented a volume of Maps of the Counties of Canada to the Norfolk Grammar School. ....The London (U. C.) *Times*, thus reports the proceedings at the close of the term of the British and Foreign School Society's School:—"Most of the scholars, neatly dressed and well behaved, were present, together with a large number of their parents and friends of the institution. The services of the evening were commenced with singing and prayer; the children engaging very correctly and heartily in the singing. The Rev. Mr. Dillon gave a pleasing statement of the principles of the school; which are those of a secular education incorporated with consecutive religious instruction. Before closing, Mr. Dillon remarked that, through the liberality of the friends of the cause, the building formerly known as the Artillery Barracks had been fitted up for a school; the present room being found too small, upwards of 200 children having been refused admission. The new rooms will accommodate some 400 children."....The usual Examinations of Upper Canada College were held on the 25th ult. A "Spectator" states that,—"The audience was composed of many ladies and gentlemen, all of whom took a deep interest in the proceedings. The large room had placed on its walls several large boards, on which in gilt letters were inscribed the names of those College boys who have distinguished themselves in the University, &c., after leaving College. One board at the south side had inscribed upon it the names of the exhibitioners."....Alexander Workman, Esq., of Ottawa, having retired from the office of Local Superintendent of Schools for that city, a very complimentary address was presented to him on the 14th ult. by the teachers of the city.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Earl Stanhope has signified to the Vice Chancellor of Oxford University that it is his intention to give during his life, and to bequeath after his death, an annual prize of £20 for the best composition on a modern history subject....The total number of students in Edinburgh University is 1273, being 35 less than in the previous year.—Of these 978 belong to Scotland....An English newspaper, in surveying the recent proceedings of the Legislature in regard to popular education, "observes:"—Educational Bills—Nos. 1, 2, and 3,—were respectfully inurned without the honours of a second reading, and with but brief regrets from their several friends. Sir John Pakington's speech did him much credit, and to his sincerity, and even to the value of his three main principles, Lord John Russell paid willing homage. Next session, if the present Government be in existence, Lord John will be prepared with a measure of ampler scope than that which he introduced at the beginning of the present. It will include the feature of local rates, although with the design of aiding the existing system of education rather than of having recourse to a new one. His lordship has also come over to Sir John Pakington's opinion that it would now be an improvement if the President of the Council became Minister of Education, and if the Committee were represented in the House of Commons, by an official holding the rank of Privy Councillor, whose function would be to explain and defend the measures submitted on the subject of education. Accordingly, we may expect in due time to see the establishment of a Government Department of Education. The Scottish Education Bill survives, and is passing through Committee with now and then an amendment carried in spite of the Lord Advocate, and with majorities whose smallness must chagrin him....A grand cavalcade of the students of the University of Leyden has recently taken place, on the occasion of the 280th anniversary of the foundation of that establishment. The town wore all the appearance of a *fête*, and the cavalcade was remarkable for its historical correctness, and for the richness of the costumes. A great number of foreigners were present....A curious monument was erected last winter, to the Swedish poet Tegnor The students of Lund moulded a gigantic figure out of snow; which they were pleased to call an effigy of their beloved bard, and which, according to the latest reports, is still standing most majestically in the square before the University, in spite of the sunshine.

SUGGESTIONS ON EDUCATION IN ENGLAND.

Two Blue Books have just been published treating of Education in England. The first contains copies of all minutes of the Privy Council on education, arranged in chronological order, extending from the 3rd of June, 1839, to the 19th of January, 1855. The second, a thick volume of 765 pages, contains minutes of the Committee of Council on Education, correspondence, financial statements, examination papers, and reports by her Majesty's Inspectors of Schools for the year 1854-55. The two most remarkable of these reports, perhaps, are those of the Rev. H. Moseley, and the Rev. W. H. Brookfield. Mr. Moseley does not consider that the present subjects of elementary instruction are the best, inasmuch as religious knowledge, reading, writing, arithmetic, English grammar, history and geography, under the form in which they are usually taught in schools, tend but little to the development of the reasoning powers, or the exercise of the intelligence of children, and are but poor expedients of general education. He urges, and has urged for many years, the teaching of that kind of knowledge dignified by the name of the "science of common things," so powerfully advocated by the Lord Ashburton, but does not disguise the great difficulty of introducing this as a branch of elementary instruction, doubting, as he does, whether the whole of the training schools could furnish one master possessing enough for the purpose of that kind of scientific knowledge which must be at the basis of it. Mr. Moseley thinks the science of chemistry the best adapted to this end, one great characteristic of which is that, with whatever is to be reasoned on and understood, there is always associated something that is to be done.

Mr. Brookfield (who presided last February at the annual festival of the Church Schoolmasters' Association) equally urges the importance of the study of "common things," and humorously reminds his professional friends of the south-eastern districts, in reference to some examination papers in history which he lately reviewed, that Alfred the Great would have been the last man, notwithstanding his neglect of "those unlucky cakes" in the Isle of Athelney, to advocate a disconnection between uncommon lore and "common things," a mistake peculiar to the ignorant and the pedantic. Mr. Brookfield expresses his conviction that the cause of elementary instruction has made steady and very satisfactory progress in the south-eastern district. He has in no department observed a greater improvement than in geography, and in three subjects only does not see much advance, namely, English grammar, English history, and the Church Cathechism. With reference to the study of grammar, the Rev. Inspector strongly recommends the two little volumes upon "Words," and "English past and present," by the Rev. Professor Trench, of King's College, London; and, as regards English history, he traces the deficiency of knowledge to a want of good books, brief and inexpensive, on the subject. The Church Catechism is taught too much by rote, and its repetition with verbal accuracy appears to be the sole result of the instruction under this head. The questions given at the examination for the Ashburton prizes in 1854 appear, on the whole, sufficiently practical to elicit a candidate's knowledge of "common things," although it is certainly rather amusing to find the school-mistress asked to state "the advantages of cleaning the teeth daily, and the disadvantages of losing them (to ladies especially) in early life."

PRUSSIA RETROGRADING IN EDUCATION.

We learn, from a late number of the New York Independent, that the Prussian Government has taken the first step towards degrading the charac-

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ter of her world-renowned schools. The first blow has fallen upon the Normal Schools. The science of teaching which has heretofore occupied six hours each week, is to be restricted to two hours, and the course of study is to embrace only the things to be taught in the primary schools. The time thus saved is to be devoted to the catechism. The reason for all this is that the teachers have indulged in too much freedom of opinion, and it is charged that the schoolmasters were at the bottom of those revolutionary movements which for the last few years have given the governments so much trouble.

The teachers henceforth are to learn only what they are expected to teach, and it is rightly enough judged that this will kill the spirit of learning and free inquiry amongst them. Without general scholarship the teacher will become the fit tool of despotism.

Thus, after all, Prussia has capped the climax of that praise which all christendom has bestowed so freely upon her public schools and her teachers. Its co-existence with despotism has long been an objection, in the American mind at least, to her system of education. This effort of despotism to crush it has wiped off only the dark spot on it. Learning and liberty are once more shown to be inseparable, and the schoolmaster has been proven the sturdiest foe of tyranny.—*Mich. Journal of Education.*

EDUCATION IN THE HAWAIIAN ISLANDS.

The report of the Minister of Public Instruction, in the Hawaiian Islands, has been made, embracing the following heads:—

1. The common free schools.
2. The select schools.
3. General items, marriages, births and deaths, medicines, school lands, public morals, a summary of the accounts, etc.

The following summary is taken from the statistical table and quarterly accounts herewith enclosed, marked A. B., and exhibits a condensed view of the free schools for the year 1854, now under a review:—

THE COMMON FREE SCHOOLS.

The whole number of free schools in 1854	412
Whole number of scholars in same,	10,641
Do do readers do	6,022
Do do writers do	3,726
Do do in arithmetic	5,168
Do do in geography	2,973
Do do in vocal music	2,886

The above 10,641 scholars is the average of the four quarters; the greatest number in the schools during the year, was 11,782.

The report says the common schools are spoken of disparagingly by some, who would even abolish them altogether, and expend the entire school revenue on English schools for natives. The select schools are well spoken of.

The state of public morals is improving. Out of Honolulu and Lahaina there is very little public disorder. Convictions for crimes fallen off, in the last five years, about 60 per cent.

EDUCATIONAL EXHIBITION AT MALTA.

An exhibition of educational apparatus and results has lately been held in Malta, at the instigation, and under the superintendence, of the Venerable Abate Pullicino, Chief Director of Primary Education. It was opened to the public in the Infant School of Valetta on the 21st April. The Chief Director read an Introductory Discourse to the teachers of the primary schools who assembled on the occassion of the opening. We have been favored with a copy. Dr. Pullicino sketched the history of the Educational Exhibition which was held in London towards the middle of last year by the Society of Arts, and the part which Malta took in it, and remarked that, if they had not been able to profit by what others contributed to that exhibition, they had at least derived this benefit from it, that it had suggested the idea of holding a similar one among themselves. He proceeded to notice some of the advantages which might be expected to result from such an exhibition: the opportunity which it would afford to the public of observing with a single *coup d' œil* the condition of the schools scattered through the islands; the emulation which it would excite, not so much between one individual and another, as between school and school, and which would impart life to all more or less; and the profit which the teachers would derive from it, and through them the schools. The venerable Abate next referred to the difficulty attending such exhibitions, arising from the uncertainty of seeing performances exhibited which had been executed entirely by the pupils; but he thought deception very difficult in the case of schools which were under the central direction of one person, who could easily tell when such an abuse was committed. He then directed attention to various classes of results exhibited: exercises in drawing, penmanship, descriptive and mathematical geography, book-keeping, and needlework; insisting on the value and importance of each study. He remarked on the absence of exercises in drawing applied to botany, and in vocal music: he had already strongly recommended the former subject, and he knew that progress was being made in it. Some classes were about to be established at Valetta for the study of vocal music.

UNITED STATES.

MONTHLY SUMMARY.

The Board of School Trustees in Louisville, by a vote of seven to five, have dismissed several teachers in our public schools on account of their foreign birth....The whole number of pupils attending the public schools in Michigan is 173,421....Every Grammar School in the Sixteenth Ward, in the City of New York, has a fine piano for its use. The Primary departments alone lack this excellent aid to the preservation of order among such armies of little folks....Another Mat. Ward affair has recently occurred in Pontotoc, Miss. It appears that Mr. Brown, the principal of the male academy at Pontotoc, had punished one of his pupils about a week since. A brother of the boy that was whipped, by the name of Wray, made threats against Mr. Brown for the aforesaid punishment, to which but little attention was paid. On Monday, young Wray, a youth of some seventeen or eighteen years old took a position where Mr. Brown would pass on his way home from school, and waited until he came along, when Wray attacked him. Brown only acted in self defence, and those who saw it thought it only to be a scuffle between them, until they saw Brown run a few yards, his hands upon his abdomen, and fall down lifeless. While they were clinched, Wray had inflicted two wounds upon Brown with a large Bowie-knife, which killed him almost instantly. The young man was arrested at once. Mr. Brown was a man much respected, and leaves a young widow, to whom he had been married but a few months, to mourn his untimely end....The tenth annual session of the New York Teachers' Association took place recently at Utica. The proceedings were highly interesting. The Rev. W. Ormiston, of Toronto, delivered some admirable addresses....The American Association for the advancement of education, will meet in the City of New York the latter end of this month. The proceedings promise to be interesting....The prospectus of an "American Journal of Education and College Review," has been issued. The Journal is to be edited by the Rev. Absalom Peters, D.D., and the Hon. Henry Barnard, LL.D. It will be published monthly, and will contain about 80 pages each number. Price $3 per annum. N. A. Calkins, Publisher, 348 Broadway, New York.

EDUCATION OF CHILDREN IN OHIO.—Mr. H. H. Barney, State Commissioner of Schools, states in his annual report that the total amount of funds and property appropriated to the purposes of education in Ohio, during the year 1854, is $2,256,457. 12. The enumeration of youth of the school age, as certified by the County Auditors, furnishes an aggregate of 816,406, or 4,455 more than for 1853. The number of school-houses in the State is about 10,300, estimated to be worth $3,704,720. Of these 790 have been constructed during the past year, at a cost of $346,944, being an average of $451. The amount paid to teachers is set down at $1,264,431. 21.

CONNECTICUT SCHOOL STATISTICS.—The following condensed statistics show the general condition of our school system:—

Number of towns in our commonwealth	153
Number of school societies	221
Number of school districts	1,644
Number of children between 4 and 16 years of age	100,794
Increase of children between 4 and 16 for the year	1,314
Capital of the school fund	$2,049,953. 05
Revenue of the school fund for the year ending March 3rd, 1855	$144,137. 73
Dividend per scholar, for year ending March 31, 1855	$1. 25

SCHOOLS IN BUFFALO.—By the report of the Superintendent of Schools in Buffalo, recently issued, it appears that there were raised in that city for school purposes, during the past year, the sum of seventy thousand dollars, and that an additional sum of twelve thousand was received from the State, making an aggregate of eighty-two thousand dollars. There are thirty districts in the city, and one hundred and sixty-nine teachers. Eighteen thousand four hundred and ten pupils attend the schools. The total salaries of teachers is $59,757, of which amount the principal of the Central

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High school receives $1,100; the masters of the second departments $900, and the teachers (female) in the intermediate and primary departments $324. Penmanship in all the schools is under the supervision of a single teacher, at a salary of $1,000, and music under another at $900. These teachers visit the schools and give lessons successively. A teachers' Institute is held every forenoon on Saturday, with marked advantage to the teachers and schools. The Superintendent says:—"The discipline of the school is maintained admirably. Obedience and a love of the right are obtained, without frequent resort to physical force, and very few complaints are brought by teachers or parents against the pupils, for malicious injury to school property."

Schools in America.—I can positively affirm, from personal observation, that, in point of general discipline, the American schools greatly excel any I have ever seen in Great Britain. In Canada and in the States, every suitable provision is made for the purpose of decency—a thing generally neglected in the parish and burgh schools of Scotland. I was much pleased with the arrangements in the American schools to prevent disorder, or improper interference one with another among the pupils. All are at small desks, not more than two together, in rows; so that the teacher can conveniently reach every seat in the school. It is customary likewise, to cause the pupils to enter slowly and decorously, instead of being suffered, as I observe, even in some of the most pretentious schools of Edinburgh, to rush out like so many wild animals.—*Wm. Chambers.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The third and fourth volumes of Mr. Macaulay's History are expected to appear in the present year. The concluding volumes of Moore's Life, by Lord J. Russell, are in the press....Above two hundred eminent scientific foreigners have been invited by the local committee to attend the meeting of the British Association in September next. Among the names are those of Louis Agassiz, Princes Charles and Lucien Bonaparte, Baron Humboldt, M. Leverrier, Baron Liebig, M. Quetelet, Chevalier Bunsen, Professor Encke, Dr. Freund, &c....A correspondent of "Notes and Queries" furnishes an interesting historical account of the Parliamentary documents of England. According to his statement, the first publication of a Parliamentary paper took place in 1641, and the first committee for the purpose was appointed in 1642. The papers were printed in vast numbers, as they were placed in the hands of every constable, head borough and tithingman, to be read to the inhabitants of each town or parish. The first collection of Parliamentary papers was made in 1643. From that date the publication has been continued under various modifications....A large number of Greek and Latin MSS. have been found in the Ottoman Empire by a company of gentlemen, who have been deputed by the French Government to make literary researches....Prof. Agassiz announces the contemplated publication of a great work, entitled "Contributions to the Natural History of America," to be embraced in ten quarto volumes of about 300 pages, illustrated by twenty plates. This mammoth undertaking will be carried on, on the condition that the author shall receive the needed encouragement in the way of subscriptions....The almost entire neglect of study by the German clergymen, after they have left the University, is said to be a striking fact characterizing them. An inquiry has been instituted by the well-known publisher, Perthes, who publishes all the works of Neander, Tholuck, Uleman, and others of the most widely read authors, the result of which is that on an average only one copy in fifty of Neander's works has been purchased by a clergyman. All literary activity is confined to the Universities and to professed scholars. The indolence and stupidity of many of the country pastors are without bounds....The strange story of Newton's mental aberration, so uncharitably insisted on by Biot, is for ever set at rest by new proofs having been discovered of Newton's vigorous and unclouded intellect at the period of his alleged insanity....The Geographical Society of Paris has voted to Captain McClure, R. N., the gold medal, for his discovery of the north-west passage; and to Captain Inglefield, R. N., a silver medal, for his discoveries in the Arctic regions. £5,000 has also been granted to Captain McClure, and £10,000 to be distributed among the other officers and crew, for the discovery of the north-west passage....From September 1st, 1852, to the end of 1853, there were published in Austria 2,787 works in the German language, 2,723 in Italian and Romanic, 428 Hungarian, 659 Slavic, 24 French, 4 English, 1 Swedish, 178 Latin, Greek, 14 Hebrew, 7 and 4 Armenian....The *Athenæum* states that M. Cortambert, first secretary of the *Société de Geographie*, has published a map of the celebrities of France, showing the distribution of talent over the country, by indicating the birthplaces of the great men. It appears, from this map, that the district of *La Manche* has produced the greatest number of poets, historians, philosophers, and artists: that the part of the country near the North Sea, is the cradle of most of the great warriors; that orators, naturalists, physicians, and inventors were mostly born in the region of the Mediterranean; and that the number of the politicians and lawyers is fairly balanced between the Mediterranean and *La Manche.*

Newton and Leibnitz.—Sir D. Brewster has taken great pains to investigate the claims advanced by the friends of Newton and Leibnitz to the invention of the Differential Calculus, upon which, after the lapse of nearly two hundred years, a verdict has not yet been pronounced. Our author, however, conceives that it is not difficult to form a correct estimate of the claims of the rival analysts, and arrives at the following results:—"1. That Newton was the first inventor of the method of Fluxion; that the method was incomplete in its motion; and that the fundamental principle of it was not published to the world till 1687, twenty years after he had invented it. 2. That Leibnitz communicated to Newton, 1677, his Differential Calculus, with a complete system of notation, and that he published it in 1684, three years before the publication of Newton's method."—*Athenæum.*

"Hudson's Bay" is the name of a very interesting book from the pen of the Rev. John Ryerson, just published at the Wesleyan Book Store in this City. Mr Ryerson gives a very entertaining account of a country in which all Canadians ought to feel interested. The work abounds in graphic descriptions of a district but little known, and is written in a popular style.—The manner in which the printing and binding has been executed is exceedingly creditable to the publisher. It abounds in illustrations which greatly enhance its attractiveness, and is altogether such a book as an intelligent person would wish to become possessed of.

"Hurra!" is a Slavic word, which may be heard from the shores of Dalmatia to Behring's Straits, when men are called upon for any proof of courage and valor. The origin of the word is from the primitive idea, that every man that dies bravely for his country will go directly to heaven (huraj—to paradise.) Thus in the shock of battle, this cry, like that of Allah (God) among the Turks, is always heard resounding; each one encouraging himself to forget earth and despise death, by the hope of an immediate reward.

SPECIMEN OF AN EXTINCT LANGUAGE.

The following is Eliot's translation of the Lord's Prayer into the Indian tongue of New England, in 1661: "Nooshun kesuqut, guttianatamunach koowesuonk. Peraumooutch kukketassootamoonk, kukkenantoomoonk nee n nach ohkeit neane kesuqut. Nummeetsuongash asekesukokish assamiineau yedyeu kesukod. Kah ahquontamaiiunean nummatcheougash neane matchenehukqueagig nutahquontammononog. Ahque sagkompagunaiinnean en gutchhueoonganit, webe pohquohwussinean wutch machitut. Newutche kutahtann ketassootamonk, kah menuhkesuonk, kah sohsumoonk micheme. Amen." This tongue, into which Eliot translated the whole Bible, is emphatically one of the *dead languages.* A copy of this Bible is preserved in the library of Harvard College; but there is not a man living who can read a single verse of it.

THE COMPOSITION OF BLOOD.

The blood of animals is not, as it appears to the naked eye, a uniform red liquid, but consists of a colourless fluid, called lymph, in which innumerable small red particles of solid matter float. In the human blood, and in that generally of animals who suckle their young, they are circular or nearly so, their surfaces being slightly concave, like the spectacles used by short-sighted persons; in birds, reptiles and fishes, they are generally oval. The surface of the discs in these species, instead of being concave are convex, like the spectacle glasses used by weak sighted persons. The thickness of these discs varies from one half to one-fourth of their diameter. Their diameter in human blood is the three thousand five-hundredth part of an inch. They are smallest in the blood of the Naper musk deer, where they measure only the twelve thousandth part of an inch. It would require fifty thousand of these discs, as they exist in the human blood, to cover the head of a small pin, and eight hundred thousand of the discs of the blood of the musk deer to cover the same surface. It follows, from these dimensions, that in a drop of human blood which would remain suspended from the point of a fine needle, there must be three millions of discs.—*Lardner's "Natural Philosophy."*

Departmental Notices.

PUBLIC SCHOOL LIBRARIES.

To Municipal and School Corporations in Upper Canada.

Until further notice, the Chief Superintendent of Schools will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School

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Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to present a written authority to do so, verified by the corporate seal of the Trustees.

EDUCATION OFFICE,
Toronto, 18th June, 1855.

ADELAIDE ACADEMY,

(INCORPORATED BY ACT OF PARLIAMENT.)

For the Education of Young Ladies, Hamilton.

THE next Academic Year will commence on the first of September. All the branches of a thorough and comprehensive Course of Education for Ladies, will, as usual, be taught in Adelaide Academy, embracing the common and higher English studies, Music, Instrumental and Vocal; Drawing, Painting in Water Colours and Oil, Crayons, &c., and Modern Languages. The Academy is furnished with a large Library, Globe, Maps, and the necessary apparatus.

Particular attention is given to the Moral and Religious instruction of Pupils, and every possible effort used to combine the comforts and superintendence of the family circle with the advantages of a Public Institution.

Reference is politely permitted to the following gentlemen, and to the numerous Patrons of the Academy:

The Hon. Chief Justice Sir J. B. Robinson; The Hon. Robert Baldwin; The Hon. Malcolm Cameron; The Hon. J. H. Price; Henry Ruttan, Esq., Sheriff Newcastle District; Rev. Matthew Richey, D. D.; Rev. E. Woods, President, W. M. C.; Rev. R. Burns, D. D.; W. S. Conger, Esq; Sheriff Colborne District.

One Teacher for Pianoforte and one for higher English, required immediately. The salary liberal and the situation permanent.

J. B. HURLBURT, A. M., B. C. L.,
MRS. J. B. HURLBURT,
Principals.

Hamilton, August 8, 1855.

THE Subscribers have now in the Press, and will shortly Publish THE EDUCATIONAL MANUAL FOR UPPER CANADA, containing the Statutes affecting the Educational Institutions of Upper Canada, from the Common School to the University, forming a valuable handbook of reference to all concerned in the working of our Educational system.

THOMPSON & CO.,
Publishers.

52, King Street East,
Toronto, July 26th, 1855.

FIRST CLASS TEACHER WANTED.

FOR THE FIRST ENGLISH SCHOOL at BERLIN, County of Waterloo. Application will be received from Teachers holding a FIRST CLASS CERTIFICATE for the above situation, by the undersigned, up to the 1st day of SEPTEMBER, next. Applicants to apply personally, with their credentials, to WILLIAM DAVIDSON, Secretary Board of School Trustees.—Berlin, 9th July, 1855.

TORONTO SCHOOL OF MEDICINE.

THE MEDICAL DEPARTMENT
OF THE
UNIVERSITY OF VICTORIA COLLEGE.

THE THIRTEENTH Winter Session of this Institution will commence positively on MONDAY, the first of OCTOBER next, and continue six months, under the following arrangement, viz:

Hon. JOHN ROLPH, M. D.—M.R.C.S., Eng., Prof. of Principles and Practice of Surgery and Legal Medicine.
JOS. WORKMAN, M. D.—Emeritus Prof. of Midwifery and Diseases of Women and Children.
WILLIAM T. AIKINS, M. D.—Anatomy and Physiology.
H. H. WRIGHT, M. D.—Principles and Practice of Medicine.
M. BARRETT A. M.—Institutes of Medicine.
U. OGDEN, M D.—Materia Medica and Therapeutics.
JAMES ROWELL, M. D.—Demonstrator of Anatomy.
Chemistry, (at University College,) by Prof. H. CROFT.

For any information as to Fees, Degrees, &c.,
Apply to
W. T. AIKINS, M. D.,
Dean of the Medical Faculty.

53 Queen Street,
Toronto, July 19th, 1855.

VICTORIA COLLEGE.

THE FALL TERM of this University will OPEN on THURSDAY, the 13th of SEPTEMBER, 1855.

For further information see Gazette, copies of which may be had on application.

S. S NELLES, M. A., President.

Cobourg, June 23, 1855.

UNIVERSITY OF TORONTO.—MATRICULATION.

THE ANNUAL EXAMINATIONS will commence on the 24th day of SEPTEMBER.

The following SCHOLARSHIPS will be offered for competition amongst candidates for admission, viz:

In *Law* seven of the value of £30 per annum each (Three amongst Candidates for admission in *Law* and *Arts* simultaneously, who purpose entering on a course of study in *Law*, extending over five years; and four amongst Candidates for admission in *Law* and *Arts* simultaneously, and Bachelors of Arts, who purpose entering on a course of study in Law, extending over three years.)
In *Medicine*, three of the value of £30 per annum each.
In *Arts*, fifteen of the value of £30 per annum each.
In *Civil Engineering* three of the value of £30 per annum each.
In *Agriculture* three of the value of £30 per annum each.

At the same period undergraduates and Canditates for Degrees in *Law* and *Medicine;* Students of the standing of one or two years from Matriculation, and Candidates for Diplomas, in *Civil Engineering*, or *Agriculture* are, required to present themselves.

The following Scholarships will then be offered for competition, viz:—

(1.) Amongst Students of the standing of one year from Matriculation:
In *Law* three of the value of £30 per annum each.
In *Medicine*, three of the value of £30 per annum each.
In *Civil Engineering*, two of the value of £30 per annum each.
In *Agriculture*, two of the value of £30 per annum each.

(2.) Amongst Students of the standing of two years from Matriculation:
In *Medicine* two of the value of £30 per annum each.

(3.) Amongst students of the standing of three years from Matriculation:
In *Medicine* two of the value of £30 per annum each.

Each of the Scholarships, established in this University, is tenable for one year, but the Scholars of each year are eligible for the Scholarships of the succeeding year.

Graduates or Undergraduates of any University in her Majesty's dominions are admissible *ad eundem*, but are required to produce satisfactory Certificates of good conduct, and of their standing in their respective Universities.

Attendance on Lectures is not required as a qualification by this University, except for Students in Medicine.

Candidates who purpose presenting themselves for Examination at either of the above mentioned periods, are required to transmit the necessary Certificates to the Registrar, at his office in the Parliament Buildings, at least four weeks before the first day of Examination.

Further information as to subjects of Examination and other particulars, can be obtained on application to the Registrar.

Senate Chamber, Parliament Buildings, Toronto, June 30th, 1855.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

TORONTO: Printed by LOVELL & GIBSON, *Corner of Yonge and Melinda Streets.*

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CONTENTS OF THIS NUMBER.

		PAGE
I.	THE ENGLISH UNIVERSITIES.—1. The University of Oxford. 2. The University of Cambridge. 3. Visit to Cambridge University	129
II.	Education in the Island of Jersey	134
III.	PAPERS ON PRACTICAL EDUCATION.—1. The Study of Words.	135
IV.	EDITORIAL.—1. Donations to Public Libraries. 2. Monitors in Schools. 3. Grammar School, Beamsville. 4. Maps of School Sections in Townships	136
V.	The Geology of Nova Scotia	137
VI.	Classical Studies in this Country	137
	MISCELLANEOUS.—1. A Father's Prayer, (Poetry.) 2. How to Admonish. 3. Changes in the Meaning of Words. 4. The Revivification of Animalcules. 5. Oatmeal and the Intellect. 6. Teachers Characteristics. 7. "I Would Live Better."	139
VII.	EDUCATIONAL INTELLIGENCE.—1. Canada Monthly Summary. 2. Hamilton College. 3. British and Foreign Monthly Summary. 4. J. W. Dawson, Esq. 5. United States Monthly Summary. 6. Meeting of the American Association for the advancement of Education. 7. Brown University—retirement of Dr. Wayland	141
VIII.	LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Government Patronage of Literary Men. 3. Discoveries of Ancient Greek Sepulchre	143
IX.	DEPARTMENTAL NOTICES.—1. Normal School. 2. Teachers Registers. 3. Public School Libraries. 4. School Maps and Apparatus	144
X.	Advertisements	144

THE ENGLISH UNIVERSITIES.

I. THE UNIVERSITY OF OXFORD.

Abridged from the last Oxford Calendar.

The University of Oxford is a corporate body, known for ages by the style or title of *The Chancellor, Masters, and Scholars of the University of Oxford;* a title confirmed by the Legislature itself in the reign of Elizabeth. Its ancient privileges have been recognized and augmented by a long succession of Royal Charters from the earliest period; and these Charters themselves have been sanctioned by Parliament: for in an Act, intituled "an Act for the Incorporation of the two Universities," it is expressly declared, that all Letters Patent of preceding Sovereigns granted to the University of Oxford "shall be good, effectual, and available in law, according to the form, words, sentences, and true meaning of every, as if the same Letters Patent were recited verbatim," in the Act itself.

The whole business of the University in its corporate capacity is transacted in two distinct assemblies, technically termed "Houses;" viz. the House of Congregation, and the House of Convocation.

The Chancellor, or Vice-Chancellor, or, in his absence, one of his four deputies, and the two Proctors, or, in their absence, their respective deputies, preside in both Houses, where, on all occasions, their presence is indispensably requisite.

The House of Congregation consists of all *Resident* Members of the University of the degree of M.A. and upwards.

The House of Convocation, or, as it is sometimes called, the Great Congregation, consists both of *Regents* and *Non-Regents*. But the right of sitting and voting in that House is confined by the Statutes to persons of the following descriptions:—

1. The Chancellor, or Vice-Chancellor, and the two Proctors, or their deputies.

2. Doctors in Divinity, Medicine, or Civil Law, who are *necessary Regents;* and Masters of Arts, during the first year of their *necessary Regency*.

3. Heads of Colleges and Halls, and their deputies, and Members on the foundation of any College, who have at any time been Regents.

4. Doctors in Divinity, Medicine, or Law; living with their families within the precincts of the University; and Professors and Public Lecturers, who have at any time been Regents; provided always that they have performed the exercise required of them by the Statutes, and paid all fees which are due to the University, and to its officers. These conditions are, indeed, in all cases indispensable; and, without fulfilling them, no one, be his situation what it may, can exercise the right of voting in Convocation.

5. *Convictores*, as the Statutes call them, that is, all persons not belonging to the foundation of any College or Hall, who have at any time been Regents, and whose names have been constantly kept on the books of some College or Hall, from the time of their admission to the degree of Master of Arts, or Doctor in either of the three faculties, respectively.

Persons who have migrated from one College or Hall in the manner prescribed by the Statutes, and have been admitted in some other College or Hall *within the space of three months*, are deemed to have had their names constantly on the books, provided that during this interval they have not avoided any exercise or other burden which the University requires to be borne by its Members.

Doctors and Masters of Arts, who have ceased to be Members of the University, and afterwards return to it, or who have been *incorporated* from Cambridge or Dublin *after a personal residence of one hundred and eighty days within the year*, on producing to the Vice-Chancellor, in Congregation or Convocation, a certificate of such residence from the Head of their College or Hall, may claim to be admitted into the House; and,

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after their admission, may continue to enjoy the privilege of voting, so long as their names remain on the books of some College or Hall, and they comply with the conditions above stated. The same privilege may also be enjoyed by persons who have been admitted to the degree of Master of Arts, or Doctor in either of the three faculties, by *Diploma*, or by *Decree of Convocation;* but not by those who have been admitted merely to *Honorary Degrees*.

The number of persons required to make a Congregation is *Nine* at the least, besides the Vice-Chancellor and Proctors; but for a Convocation no particular number of Members is required.

The business of Congregation is principally confined to the electing the Hebdomadal Council, the passing of Graces and Dispensations, and the granting of Degrees. Upon all questions submitted to the House, the Vice-Chancellor singly, and the two Proctors jointly, possess the power of an absolute negative. In the sole instance of supplications for *Graces*, but in no other, every Member of the House is invested, in addition to the general right of suffrage, with a *suspending Negative* upon each Grace for three times, as the Grace is proposed in three distinct Congregations; but previously to the fourth supplication, he is required to state privately to the Vice-Chancellor and Proctors the ground and proof of his objection, which are subsequently submitted to the judgment of the House for approbation or rejection. All suffrages for or against Graces and Dispensations in Congregation are to be whispered secretly in the ear of the Proctor; by a majority of which, given in the word *placet*, or *non placet*, the fate of the measure is ultimately determined.

As in Congregation, so also in Convocation, the Chancellor or Vice-Chancellor singly, and the two Proctors jointly, are officially invested with an absolute negative upon all proceedings, except in elections.

In both Houses, when the negative of the Vice Chancellor, or of the Proctors, is not interposed, every question is decided by the majority.

The present Chief Officers of the University are:—*Chancellor*, The Right Hon. Edw. Geoffrey Smith Stanley, Earl of Derby, D. C. L., elected 1852; *High Steward*, The Right Hon. William Courtenay, Earl of Devon, D.L.C., elected 1838; *Vice-Chancellor*, Richard Lynch Cotton, D.D., Provost of Worcester College, elected 1852; *Representatives in Parliament*, Right Hon. W. E. Gladstone, D. C. L., Christ Church, elected 1847; Sir William Heathcote, Bart., D. C. L., All Souls', elected 1854.

The Colleges of the University are:—

1. University College, said to have been founded by King Alfred, and restored by William of Durham about 1249. The foundation consists of a Master and 12 Fellows, besides 1 Stowell Law Fellow, and 2 Radcliffe's Travelling Fellows, 17 Scholars, and 2 Lodge's Exhibitioners; also 1 Bible Clerk, who receives £86 per annum.

2. Balliol College, founded by John and Dervorgilla Balliol, about 1263. The foundation consists of a Master, 12 Fellows, and 15 Scholars. *Tutor and Junior Dean*, Rev. W. C. Lake, M. A.; *Catechetical Lecturer*, Rev. James Riddell, M. A.; *Mathematical Lecturer*, H. J. S. Smith, M. A.

3. Merton College, founded by Walter de Merton in 1264. The foundation consists of 1 Warden, 24 Fellows, 14 *Portionists*, or Postmasters.

4. Exeter College, founded by Walter de Stapledon, Bishop of Exeter in 1314. The foundation consists of a Rector, 25 Fellows, 9 Scholars and 1 Bible Clerk.

5. Oriel College, founded by Edward II. in 1326, on the suggestion of Adam de Brome, his almoner. The foundation now consists of a Provost and 18 Fellows, with 26 Scholars and Exhibitioners. *Sub-Dean and Junior Treasurer*, Rev. J. W. Burgon, M. A.; *Tutors*, Rev. J. Earle, M. A.; Rev. C. Daman, M. A.; *Mathematical Lecturer*, F. Harrison, M. A.

6. Queen's College, founded in 1340, by Robert de Eglesfield, Chaplain to Philippa, Queen of Edward III. (from whom it is called Queen's College). There are now 16 Fellows, 2 Chaplains, 8 Taberdars and 2 Bible Clerks.

7. New College, founded by William of Wykeham, Bishop of Winchester, in 1386, for a Warden, 70 Fellows and Scholars, 10 Chaplains, 3 Clerks, 16 Choristers, 1 Schoolmaster. The Fellows and Scholars are elected from Winchester College.

8. Lincoln College, founded by R. Fleming, Bishop of Lincoln, in 1427, and greatly augmented by T. Rotheram, Archbishop of York, in 1479. The present foundation consists of a Rector, 12 Fellows, 10 Scholars, 12 Exhibitioners and 2 Bible Clerks.

9. All Souls' College, founded in 1437, by Archbishop Chichele, for a Warden, 40 Fellows, 2 Chaplains and 4 Bible Clerks.

10. Magdalen College, founded in 1456, by William of Waynflete, Bishop of Winchester, for a President, 40 Fellows, 30 Scholars called Demies, a Schoolmaster, an Usher, 4 Chaplains, a Steward, an Organist, 8 Clerks and 16 Choristers.

11. Brasenose College, founded in 1509, by W. Smith, Bishop of Lincoln, and Sir Richard Sutton, Knight. The foundation now consists of a Principal and 20 Fellows, with Scholars.

12. Corpus Christi College, founded in 1516, by Richard Fox, Bishop of Winchester, for a President, 20 Fellows, 20 Scholars and 2 Chaplains.

13. Christ Church,—this Society was originally founded by Cardinal Wolsey, in 1526, and refounded by Henry VIII. in 1546, when the Episcopal See was removed from Osney to this College, and the Church of St. Frideswide was constituted a Cathedral by the name of the Cathedral Church of Christ in Oxford, for the maintenance of a Dean, 8 Canons, 8 Chaplains, a Schoolmaster, an Organist, 8 Clerks, 8 Choristers, together with 100 Students, to which number, one was added in 1664.

14. Trinity College was founded in 1554, by Sir Thomas Pope (on the site of Durham College), for a President, 12 Fellows and 12 Scholars. Another Scholarship was added soon afterwards by R. Blount, Esq.; 3 Exhibitions have also been added, one of which is limited to Winchester College.

15. St. John's College was founded in 1555, by Sir Thomas White. It consists of a President, 50 Fellows and Scholars, 1 Chaplain, 1 Organist, 6 Singing Men, 8 Choristers and 2 Sextons.

16. Jesus College was founded by Queen Elizabeth, in 1571, on the petition of Hugh Price, L.L.D., treasurer of St. David's, who left lands for the maintenance of a Principal, 8 Fellows and 8 Scholars; it has since been increased by different benefactors, so that the Society at present consists of a Principal, 19 Fellows and 18 Scholars.

17. Wadham College was founded by Nicholas Wadham of Merrifield, in Somersetshire, Esq., and Dame Dorothy his wife, in 1613, for a Warden, 15 Fellows, 15 Scholars, 2 Chaplains and 2 Clerks.

18. Pembroke College, founded in 1624, by King James I., at the cost and charges of Thomas Tesdale, Esq., and Richard Wightwick, B.D. The foundation now consists of a Master, 20 Fellows and 16 Scholars.

19. Worcester College, founded in 1714, by Sir Thomas Cookes, Bart. Considerable additions have been made to this foundation, which now consists of a Provost, 21 Fellows, 16 Scholars and 3 Exhibitioners.

20. St. Mary Hall, which formerly belonged to Oriel College, was converted by that Society into a separate place of Education in 1333, and subsequently became an independent Academical Hall.

21. Magdalen Hall was originally founded by Bishop Waynflete, for students previous to a mission into his College, but became an independent Hall in 1602; and the site was removed to that of Hertford College in 1822. It has several Exhibitions, and the Lusby Scholarships, founded in 1833.

22. New Inn Hall was established about 1438. There are 19 Members of Convocation.

23. St. Edmund Hall derives its name from St. Edmund, Archbishop of Canterbury in the reign of Henry III. It was established about 1269, and was purchased by Mr. Denyse, Provost of Queen's College, and devised by him, in 1557, to his College, who appoint the Principal.

THE NEW HEBDOMADAL COUNCIL.—On October 24, 1854, was elected the Hebdomadal Council, to which are transferred all powers, privileges, and functions before possessed or exercised by the Hebdomadal Board. The Hebdomadal Council consists of the Chancellor, Vice-Chancellor, and Proctors *ex officio*, 6 Heads of Colleges or Halls, 6 Professors and 6 Members of Convocation, of not less than five years' standing, *elected by Congregation*.

II. THE UNIVERSITY OF CAMBRIDGE.

Abridged from the last Cambridge Calendar.

The University of Cambridge is a society of students in all and every of the liberal arts and sciences, incorporated (13th Eliz. c. 29) by the name of *The Chancellor, Masters and Scholars of the University of Cambridge*. This commonwealth is a union of seventeen colleges, or societies, devoted to the study of learning and knowledge, and for the better service of the Church and State. All these colleges,* or halls, have been founded since the beginning of the reign of King Edward I.,† and are maintained by the endowments of their several founders and benefactors. Each college is a body corporate, bound by its own statutes; but is likewise controlled by the paramount laws of the University. The present University statutes were given by Queen Elizabeth in the 12th year of her reign, and, with the former privileges, were sanctioned by Parliament. They are the foundation upon which all new laws are framed.

Each of the colleges, or departments, furnishes members both for the executive and legislative branch of its government. The place of Assembly is the Senate House.

All persons who are Masters‡ of Arts, or Doctors in one or other of the three faculties, *viz.* Divinity, the Civil Law, or Physic, having their

* Colleges and Halls are synonymous here, though not so at Oxford. Thus Clare Hall is called "Collegium sive Domus, sive Aula de Clare."

† The first authentic charter is said to be dated 45 Henry III. and to be found among the records in the Tower.

‡ Those Bachelors in Divinity who are Members of the Senate, deduce their privilege from having previously taken the degree of M.A.

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names upon the college-boards a sufficient time, have votes in this assembly. Those who erase their names from their respective college-boards, lose the privilege of Members of the Senate, unless they re-enter their names, and reside the greater part of *three* several terms.

The Senate is divided into two Houses, denominated the Regents' and Non-Regents' House, with a view to particular duties allotted to the members of the Regents' House, by the Statutes of the University.

Masters of Arts of less than five years' standing, and Doctors of less than two, compose the Regent or Upper House, or, White Hood House, from its members wearing their hoods lined with white silk. All the rest constitute the Non-Regent or Lower House, otherwise called the Black-Hood House, from its members wearing black silk hoods. But Doctors of more than two years' standing, and the Public Orator of the University, may vote in either House according to their pleasure.

Besides the two Houses, there is a council called the Caput, chosen annually upon the 12th of October, by which every University Grace must be approved before it can be introduced to the Senate.

The Caput consists of the Vice-Chancellor, a Doctor in each of the faculties, Divinity, Civil Law, and Physic, and two Masters of Arts, who are the representatives of the Regent and Non-Regent Houses.—The Vice-Chancellor is a member of the Caput by virtue of his office.

The University confers no degree whatever, unless the Candidate has previously subscribed a declaration that he is *bonâ fide* a member of the Church of England, as by law established.*

The executive branch of the University is committed to the following officers:—

A Chancellor, who is the head of the whole University.

A High Steward.

A Vice-Chancellor, who is elected annually on the 4th of November, by the Senate. His office, in the absence of the Chancellor, embraces the execution of the Chancellor's powers, and the government of the University according to her Statutes. He must be the Head of some college; and during his continuance in office he acts as a magistrate for the University, Town, and County.

A Commissary, who is an officer appointed by the Chancellor. He holds a court of record for all privileged persons and Scholars under the degree of M.A.

A Public Orator, who is the voice of the Senate upon all public occasions. He writes, reads, and records the letters to and from the body of the Senate, and presents to all honorary degrees with an appropriate speech.

The Assessor is an officer specially appointed by Grace of the Senate, to assist the Vice-Chancellor in his court, *in causis forensibus et domesticis.*

Two Proctors, who are peace-officers, elected annually. It is their especial duty to attend to the discipline and behaviour of all persons *in statu pupillari*, to be present at all Congregations of the Senate; to read the Graces in the Regent House, to take secretly the assent or dissent, and openly to pronounce the same. They must be Masters of Arts of two years' standing at the least; and are Regents by virtue of their office.

A Librarian, who has the management of the University Library.

A Registrary, who, by himself or deputy, attends all Congregations, to give directions for the due form of such Graces as are to be propounded, and when passed, to register them in the University records.

Two Taxors, who are appointed to regulate the markets, &c.

Two Scrutators, who attend all Congregations, read the Graces in the Lower House, gather the votes, and pronounce the decision of the House.

Two Moderators, who act as the Proctors' substitutes.

Two Pro-Proctors, who are appointed to assist the Proctors in matters relating to discipline and behavior of those persons who are *in statu pupillari.*

Three Esquire Bedells, who attend the Vice-Chancellor with their silver maces upon all public occasions and solemnities.

Syndics are the members of special committees of members of the Senate, appointed by Grace from time to time for specific duties.

The Professors are paid from various sources: many of them have ancient stipends, which were considerable at the period at which they were fixed, but which have become inadequate from the diminished value of money; to some professorships foundation estates are attached, and to the Regius and Lady Margaret's professorships of Divinity the impropriate rectories of Somersham and Terrington: the others are paid by stipends from the Privy Purse, or by government, one of them receiving £400, another £200, and the rest £100 per annum.

The annual income of the University, amounting to about £800 per annum, arises from various sources, of which the following are the principal:—

The Rectory of Burwell and a farm at Barton, producing about £1,000 per annum.

The produce of fees at matriculation, for degrees, cautions for certain academical exercises for degrees, and other sources, the amount of which is variable, but does not average more than £2,000 per annum.

The trading profit of the Pitt [University] Press.

In the statement of the ordinary income and expenditure of the University, no account is taken of the amount of fees paid to the Bedells, Proctors, &c., amounting to about £2,400 per annum, by which these officers are entirely paid; nor of the Library-tax (of 6s. per annum upon every member of the University), which is appropriated entirely to the purchase of books for the Public Library: nor of various *trust* funds, appropriated to specific objects.

The whole of the funds of the University are managed by the Vice-Chancellor, or by specific Trustees.

The respective Orders in the several Colleges are as follow:—

1. A head of a College or House, who is generally a Doctor in Divinity; excepting of Trinity Hall, Caius College, and Downing College, where they may be Doctors in the Civil Law or Physic. The Head of King's is styled Provost; of Queen's, President; of all the rest, Master.

2. Fellows, who generally are Doctors in Divinity, the Civil Law, or Physic; Bachelors in Divinity; Masters or Bachelors of Arts; some few Bachelors in the Civil Law or Physic, as at Trinity Hall and Caius College. The number of Fellowships in the University is 430.

3. Noblemen Graduates, Doctors in the several faculties, Bachelors in Divinity (who have been Masters of Arts), and Masters of Arts, who are not on the foundation, but whose names are kept on the boards for the purpose of being members of the Senate. The expense of keeping the name upon the boards varies in different Colleges from about £2 to about £4 per annum.

4. Ten-year Men; these are allowed to take the degree of Bachelor in Divinity without having been B.A. or M.A., by the 9th statute of Queen Elizabeth, which permits persons, who are admitted at any college when 24 years of age and upwards, to take the degree of Bachelor in Divinity after their names have remained on the boards *ten* years or more.

5. Bachelors in the Civil Law and Physic, who sometimes keep their names upon the boards till they become Doctors. They wear the habit, and enjoy all the ordinary privileges of Masters of Arts, except that of voting in the Senate.

6. Bachelors of Arts, who are *in statu pupillari*, and pay for tuition whether resident or not, and generally keep their names on the boards, either to show their desire to offer themselves candidates for Fellowships, or to become members of the Senate. If they erase their names, they save the expense of tuition and college *detrimenta;* and may, nevertheless, take the degree of M.A. at the usual period, by putting their names on the college boards a few days previous to incepting: but under such circumstances they cannot become members of the Senate unless they reside again during the greater part of three several terms.

7. Fellow-Commoners, who are generally the younger sons of the nobility, or young men of fortune, and have the privilege of dining at the Fellows' table.

8. Scholars, who are generally foundation members of their respective Colleges, and who enjoy various advantages; in some cases they have their commons paid for, their chambers rent-free, and various weekly or other allowances: in other cases they have specific stipends only, in conformity with the conditions of their foundation. They are for the most part elected, by direct examination or otherwise, at different periods subsequent to the commencement of their residence at the University, from the most promising and distinguished of the students.

9. Pensioners, who form the great body of the students, who pay for their commons, chambers, &c., and enjoy generally no pecuniary advantages from their respective colleges.

10. Sizars are generally students of limited means. They usually have their commons free, and receive various emoluments.

The present Chief Officers of the University are:—*Chancellor*, His Royal Highness Prince Albert, K.G., LL.D, elected 1847; *High Steward*, Right Hon. John Singleton Copley, Baron Lyndhurst, LL.D. Trinity, elected 1840; *Vice-Chancellor*, Rev. Thos. S. Geldart, LL.D. Master of Trinity Hall, £400, elected 1853; *Representatives in Parliament*, Right Hon. Henry Goulburn, M.A. Trinity, elected 1831; Loftus Tottenham Wigram, M.A. Trinity, elected 1850.

The Colleges of the University are:—

1 St. Peter's College, founded about 1257, by Hugh de Balsham, Bishop of Ely, for a Master and 14 Fellows. These Fellowships are open to any member of the University of sufficient standing for the M.A. degree. There are also 10 Bye-Fellows, who are not entitled to any office or voice in the affairs of the college. These are perfectly open and unrestricted. There are 62 Scholarships, founded at different periods, nd are of different value, paid according to residence.

2. Clare Hall founded in 1326, by Lady Elizabeth, sister of Gilbert, Earl of Clare. The foundation consists of 10 Senior or Foun-

* This suffices for B.A., M.B. and LL.B.; but for other degrees it is necessary that persons should subscribe to the 36th Canon of the Church of England, inserted in the Registrary's Book.

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dation Fellows, 9 Junior, and 8 Bye-Fellows, besides 45 Scholars, and 8 Foundation Servants.

3. Pembroke College was founded in 1347, by Mary de St. Paul, widow of Aymer de Valence, Earl of Pembroke. There are 14 Foundation Fellowships open to every *nation;* 2 Bye-Fellowships; 80 Scholarships.

4. Gonville and Caius College, founded in 1348, by Edmund Gonville; renewed and further endowed by W. Bateman, Bishop of Norwich; and further augmented by John Caius, M.D., in 1558. There are now 46 Fellowships, 45 Scholarships.

5. Trinity Hall, founded in 1350 by Bishop Bateman, and augmented by other benefactors. At this College the study of Common and Civil Law is especially encouraged. There are 13 Fellowships, which are entirely open. Some Law Studentships, of the value of £50 a-year, were established by the College in 1849. There are 16 Scholarships.

6. Corpus Christi College, founded in 1352, by two Guilds in Cambridge. There are 12 Fellowships, of which 8 are open. All the Fellows are obliged to take holy orders. 52 Scholarships and Exhibitions, chiefly open, but some restricted. There are also several prizes.

7. King's College, founded in 1441 by King Henry VI., for a Provost, and 70 Fellows and Scholars, supplied by a regular succession from Eaton College. There are several prizes.

8. Queen's College, founded in 1448, by Queen Margaret of Anjou, consort of Henry VI., and refounded in 1465, by Elizabeth Widville, consort of Edward IV. The Society consists of a President and 19 Foundation Fellows. There are 15 Scholarships tenable till B.A. If any Students are considered worthy of Scholarships of more value, they have Scholarships augmented at the discretion of the President and Fellows; and the President has at his disposal funds to the amount of £75 a-year, with which he assists poor and deserving Students. Several prizes are also given at the college examinations.

9. St. Catherine's Hall, founded in 1473, by Robert Wodelarke, D.D., Chancellor of the University and Provost of King's College, for a Master and three or more Fellows, in proportion to the revenues of the college. There are also 8 Bye-Fellowships, founded by subsequent benefactors.

10. Jesus College, founded in 1496, by John Alcock, Bishop of Ely. There are 16 Foundation Fellowships, which are open to all Her Majesty's subjects (with the exception of one to which the Bishop of Ely appoints): 3 Bye-Fellowships, called Ley Fellowships, founded in 1825, and endowed with the interest of £6,000, tenable for 12 years from the B.A. degree: 49 Scholarships and Exhibitions. There are also several prizes in money, plate, or books.

11. Christ's College was originally founded by King Henry VI., under the name of God's House, and refounded in 1505, by Lady Margaret, Countess of Richmond and Derby, mother of Henry VII.—The foundation now consists of a Master and 15 Fellows. There are 54 Scholarships; the greater part are open, and of the value of 15s. a week during residence: also, 52 other Exhibitions and Scholarships, varying in value from £1 to £40. If no properly qualified students offer from these places, the endowments are distributed generally amongst the students of the college, according to merit. There are also 4 Divinity Studentships of the value of £107 a year, and several prizes in books; and the three Porteus Gold Medals, which are given annually.

12. St. John's College, founded in 1511, by the Lady Margaret, Countess of Richmond and Derby. The present foundation consists of a Master and 53 Fellowships, of which 31 are entirely open. In addition to these, there are 5 Fellows on the Platt Foundation, and 1 on the Webster, which are under certain restrictions, and distinct from the Foundation Fellows. The number of Scholarships at this college is 183, varying in value from £4 to £100 a-year. Annual prizes are distributed to the extent of £150 a-year. The Rev. W. Wilson, B.D., formerly Fellow, has given prizes of books to the best readers of the lessons in chapel.

13. Magdalene College, founded in 1519, by Thomas, Baron Audley of Walden, and the Mastership of the college is still in the gift of the possessor of the estate of Audley End. There are 4 Foundation and 13 Bye Fellowships. All the Fellows are required to take orders within three years. One is a Travelling Fellowship with upwards of £200 a-year, tenable for seven years. There are 49 Scholarships, varying from £3 to £100 a year.

14. Trinity College, founded in 1546, and endowed by King Henry VIII., and augmented by his daughter Queen Mary, for a Master, 60 Fellows, and 60 Scholars, since increased to 72. There are 16 Exhibitions of small value; also, 16 Sizars at more than £50 a year each; and Sub-Sizars, who succeed to the Sizars in order of merit. Fifteen prizes for others who stand highest in the college examinations, varying from £10 to £25.

15. Emmanuel College, founded in 1584, by Sir Walter Mildmay.—The Foundation consists of a Master and 13 Fellowships, which are *open to B.A.'s without any restriction whatever.* Also, 2 on Sir W. Dixie's Foundation, there are also 4 Scholarships of £10 a-year on the same Foundation. The Foundation Scholarships are open to all England, of the value of £60 a-year. Besides these there are several (31 and more) Scholarships and Exhibitions founded by various benefactors, chiefly of small value.

16. Sidney Sussex College, founded in 1598, by Lady Frances Sidney, Countess of Sussex. There are 6 Foundation Fellowships, all open; besides these are 2 founded by Mr. Peter Blundell, tenable for ten years, and 1 by Leonard Smith; also a Mathematical Lecturership, present value £200 a-year. There are 20 Foundation Scholarships, which are open, value 7s. a-week during residence. Two Scholarships, founded by Mr. Peter Blundell, and 4 small Scholarships, of £6 and £4 a-year; 4 Exhibitions of £24 a-year; 2 of £10 a-year for Clergymen's Sons; 2 of £12 for Clergymen's Sons; and 2 of £12 from the Company of Haberdashers; 6 Mathematical Exhibitions of £50 a-year, with rooms rent free. Also a prize of £10 for the best proficient in Mathematics, and other prizes for Divinity, Classics, Mathematics and General Physics; for the best Latin and English Declamations; and for the best reader in chapel.

17. Downing College, founded in 1800, by Sir George Downing, Bart., of Gamlingay Park, Cambridgeshire, by will dated 1717. At present only the Master, 2 Professors (Law and Medicine), and 8 Fellows are appointed. The appointment of the remaining Fellows is reserved until the completion of the buildings.

SUMMARY OF MEMBERS OF THE UNIVERSITIES, 1853—1854.

OXFORD.	Members of Convocation.	Members on the Books.
University	142	277
Balliol	196	353
Merton	103	185
Exeter	270	487
Oriel	215	406
Queen's	158	273
New	102	196
Lincoln	123	212
All Souls'	88	116
Magdalen	150	200
Brasenose	286	431
Corpus	103	145
Christ Church	444	777
Trinity	172	290
St. John's	203	329
Jesus	83	167
Wadham	171	305
Pembroke	102	218
Worcester	171	351
St. Mary Hall	49	119
Magdalen Hall	128	265
New Inn Hall	19	45
St. Alban Hall	10	18
St. Edmd. Hall	58	94
	3546	6259
Matriculations	1853	406
Regents	"	247
Determ. Bachel. in Lent	"	354

CAMBRIDGE.	Members of Senate.	Undergraduates.	Members on the Boards.
Trinity	1458	480	2408
St. John's	851	506	1452
Caius	227	120	441
Emmanuel	177	109	307
Queen's	173	81	311
Christ's	188	79	353
Corpus Christi	171	77	294
Catharine Hall	135	55	223
St. Peter's	154	50	246
Jesus	130	71	246
Clare Hall	144	40	231
Magdalene	129	44	208
Trinity Hall	75	76	204
King's	99	17	133
Pembroke	77	27	133
Sidney	72	37	138
Downing	41	7	62
Commo. in Villa	17	...	...
	4318	1685	7466

Members on the Boards.

In the year 1748	1300
" 1812	3648
" 1822	4165
" 1832	5364
" 1842	5853
" 1851	7147
" 1852	7309

Correspondence of the Boston Traveller.

VISIT TO THE UNIVERSITY AT CAMBRIDGE, ENGLAND.

EDINBURGH, July, 1855.

I hardly know which to call the most impressive, Oxford or Cambridge. In the former there is the less contrast between the town and the college buildings, and the whole city is more thoroughly pervaded with the air of academic peace and seclusion; Cambridge may well envy, too, "the stream like windings of that glorious street," with which Wordsworth himself, one of her sons, was so deeply impressed. On the other hand, the University on the banks of the Cam can boast more magnificence of architecture than her sister on the Isis.

I visited Cambridge on Saturday, the 30th of June. The vacation had commenced, and I had no opportunity of attending any of the literary exercises of the University, but the grounds and buildings, and the various halls, libraries, and museums were all either open to the public, or kindly shown me as a stranger. As I surveyed the venerable piles, and walked on the soft lawns, and beneath the ever-whispering branches of the glorious trees, how did I envy the students whose years of freshest enthusiasm and most ardent aspiration are spent in this quiet seclusion, in hills and groves, haunted and consecrated by so many memories of the great and good! In the number of men of genius and distinction whom she counts among her sons, from the earliest ages of English literature and greatness, to the present day, Cambridge has widely the pre-eminence over Oxford, as an Oxford graduate himself confessed to me when we were making up a list of the most renowned worthies of the two institutions. Cambridge has also been distinguished above her rival for her liberal tendencies.

The University of Cambridge consists of seventeen colleges, four of which are called halls, each of them being an independent body, but under a common government.

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The mythical date of its foundation is the year 636; and one of the colleges still existing (St. Peter's) dates back undoubtedly to 1284. The edifices are of different sizes and vary in architectural design and grandeur; some are of stone, others of brick, and covered often with stucco. They generally consist of several large quadrangular courts, (called, in the academic language, *quads*,) surrounded by uniform ranges of building.

The town is situated in a fenny plain, somewhat like the neighborhood of our American Cambridge. A more striking point of resemblance was the clouds of dust which rolled over the road leading from the railway station to the city. I visited all the college buildings, with but one or two unimportant exceptions. But I will speak here only of a few of the most interesting ones.

Christ College, of which Milton was a member, I visited with great interest, from its associations with the immortal bard. I could almost fancy I saw him walking in the beautiful grounds, with a "conscious step of purity and pride." From the old mulberry tree in the garden, which he planted, I plucked several leaves, which shall be cherished as priceless mementoes in my Western home. The tree is preserved with the greatest reverence, its decayed trunk and falling branches secured by bands of iron, and a mound of earth raised around its roots to the height of five or six feet, props its declining age. It is a large, sprawling, spreading tree, its foliage still abundant and vigorous, and its boughs bear good store of fruit, which a few more suns will ripen. It is indeed a delicious garden in which it stands. Large, smooth lawns, surrounding beds of well-kept flowers, giant elms, and humbler beeches, locusts, and other varieties, a little green-house, a "delicious bath," and a bowling green, combine to form its delightful attractions.

Among the trees is a fine specimen of the weeping ash; a tree which one often sees in private grounds in England, and it is always a great addition to their beauty. It is generally engrafted on the wild ash. Its graceful branches come entirely to the ground on every side, making a most beautiful natural tent, with room often for quite a large party under its canopy, while the outside looks like a glorious upspringing fountain of green. St. John's College presents some of the finest Architectural effects in the University. Its three courts on the Eastern side of the river are sufficiently imposing, and it has pushed over to the other side, where a new court has been erected, four hundred and eighty feet in length, and in width one hundred and eighty, surrounded with bold and striking edifices on three sides, and with a covered walk or cloister running along its front. A beautiful covered bridge connects the new court with the old ones, and affords a fine view, from the iron-barred Gothic windows on its Southern side, of the quiet, lovely little Cam and the proud halls and groves which rise upon its banks.

In All Saints' Church opposite this college, lie the remains of Henry Kirk White, and there is a neat monument erected to his memory by Francis Boott, Esq., of Boston, U. S. A little back from the street, its front embowered in pleasant shade, stands Trinity College, the school of Coke, and Bacon, and Newton, of Donne, of good George Herbert, of Cowley, Barrow, Marvell, Dryden, Middleton, Porson, and Byron, and an host of other worthies. The first court is very large and imposing. In the centre is an elegant octagonal stone conduit. In the chapel are statues of Newton and Bacon. The old oaken dining hall is a noble edifice. Its length is one hundred and two feet, breadth forty feet, and height fifty-six. Its sides are beautifully wainscotted; its roof is of open timber, richly carved and surmounted by a fine lantern. Toward the upper end there is on each side a grand oriel window, twelve feet deep. Tables, with backless benches, run lengthwise in the hall, for the students, and the fellows' table stands on a platform at the further end raised about half a foot above the others.

From the walls look down upon you the pictures of many great men, sons of the great college; among them the dark, fiery face of Bacon, the blonde, intellectual face of Dryden, the learned and surly Bentley, the bewigged Newton, and Barrow. In the noble library stands Thorwaldsden's statue of Byron, of little merit as a likeness, but in some respects a fine work of art. The court in which the library stands is surrounded on three sides by "studious cloisters." Passing out at the back of Trinity, we cross the river and wander in the enchanting "College Walks," a name given to the noble grounds which stretch along the Cam behind some half a dozen of the most important Colleges. The river itself, still, deep, and narrow, flows between soft meadows of richest green and walls thickly grown with luxuriant ivy. The grounds are adorned by a variety of ornamental trees, and the most stately elms. In the grounds of Caius College are the three gates, designed by John of Padua, to convey the moral lesson that "before honor cometh humility." The first, the "gate of Humility," is quite simple; the second, the "gate of Virtue," much neater, and the last, "the gate of Honor," the most highly ornamented of the three. The quaint, antique beauty of this last gate, was, until this very Summer, heightened by a crown and canopy of ivy green, which had been allowed to grow luxuriantly above it but has recently been removed, probably because the plant was injuring the crumbling stone.

King's College is in all its edifices imposing, and gives us in the wide-famed chapel the architectural glory of Cambridge. A gothic screen forms two sides of the great court next the street; on the opposite side is the "Fellows' Building;" on the South the hall and library; and on the North the majestic chapel.—The edifice is fortunately situated, unencumbered by other buildings, so that the eye can embrace the whole at one view. It is built in the Tudor Gothic, and is very imposing from its great height and majestic proportions. Its dimensions are these: length, three hundred and sixteen feet; breadth, eighty-four feet; height, to the top of the battlements, ninety feet; and to the top of any of the corner towers, one hundred and fifty-six and a half feet. The interior is still more beautiful and grand than the exterior. One unbroken perspective of over three hundred feet, slender columns attached to the walls and springing up to support the wondrous low arched roof of stone, the roof itself one mass of delicate tracery and elegant ornament, exhibiting in its pendants the rose and the portcullis of the Tudors by delicate flowers. I attended the evening service in this noble chapel; a few members and a few strangers sat in the carved oaken stalls, and the sublime service of the Church of England was read by the venerable dignitaries of the college and chanted by a fine-voiced choir of boys and men.

Queen's College, with its ancient brick edifices, has a quaint, monastic air. Birds live in its old towers, and sing in its "sweet, retired," inner court. A third court, containing the president's lodge, is surrounded on three sides by singular cloisters of brick, with nearly flat arches. A bridge conducts to the pretty little garden on the other side of the river; the noiseless stream is gnawing away the old brick wall of the college edifice, which rises from its bed. The Pitt Press, or University Printing House, (built in part with the surplus of a fund subscribed for the erection of a statue to William Pitt,) is an imposing, but inappropriate structure, in the ecclesiastical gothic style. The quiet grounds of Pembroke College are made classic by the memory of Edmund Spenser, who entered this college as a poor sizar, and studied here for seven years. The buildings which surround three sides of the second court, are completely overgrown with the greenest and most luxuriant ivy, and against the brick wall which forms the fourth side rise three or four glorious old elms. The grounds at the back and to the southward of St. Peter's College are among the most delightful in the university—such wealth of shade, such soft and verdant lawns.

The noble Fitzwilliam Museum of paintings, books and statuary, is arranged in a magnificent building, in the Corinthian style, commenced in 1837. The collection of paintings is a noble one. There is a holy Family, with St. Simeon, by Lionardo da Vinci, very delicate and sweet; an Adoration of the Shepherds, by Giorgione, deep in color, and rich in sentiment; Titian's Portrait of the Princess D'Eboli, in the character of Venus; and specimens of Holbein, Rubens, Rembrandt, Paul Veronese, Claude Lorraine and others. Of Jan Steen, there is here a beautiful portrait of his wife and son, the latter a fine boy of some six years, whom his father is instructing to draw some flowers. The boy's smile, and intelligent, interested look, as he watches his father, who is giving him an example of the art which he wishes him to learn, is exquisitely charming. In the museum there is a beautiful bronze copy of Flaxman's Shield of Achilles, and there are many casts of celebrated ancient statues. In the University Library, which I also visited, are several interesting Greek marbles. One of the greatest architectural curiosities in Cambridge is the Church of the Holy Sepulchre, a round church, (one of the four of this form in England,) in the Norman round arched style, and consecrated in 1101. Its neat and impressive interior is made more striking by the gorgeous stained glass of the windows.

There is no celebration at Cambridge which equals in interest the "Commemoration" in Oxford, yet the conferring of degrees upon the graduates gives occasion for a gala-day of a somewhat similar character. I have succeeded in finding a short description of this day, which I copy for your readers. "The large hall of the University is crowded at an early hour with students and visitors; a certain space in front of the Vice-Chancellor's chair being reserved for those concerned in the performance. This dignitary appears in his scarlet dress. Before the affair commences, the Under-Graduates who throng the galleries begin to express their approval or disapproval of public men and measures by cheers or groans. One shouts out, 'Three cheers for the Queen!' which is lustily responded to. 'Three cheers for the Senior Wrangler!' and perhaps if he be a favorite. 'Three cheers more! The names of different masters and professors are called out, with one, two, or three cheers, or with groans or hisses, according to the popularity or disfavor in which they are generally held. Ministers of state, bishops, newspapers, and public measures, undergo a similar ordeal. It is an animated and uproarious occasion. The Proctors are always *groaned*. When the men of Catherine's Hall (abbreviated 'Cat's Hall') are present, they are greeted with *mewing* like a cat. There is no decorous silence during the ceremony; for these indications of 'life up-stairs' are manifested through the whole of it, without let or hindrance.

The Senior Wrangler is first presented to the Vice-Chancellor, amid shouts of applause. The test is then read over to him, and he kneels

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down and takes the oaths of his degree. Each master then presents the successful men of his own college, who next come forward in batches, and take the oaths."

The design of Gore Hall, in Harvard University, was borrowed in part from King's College Chapel; but a comparison between the two buildings is very much like that between the dome of our State House and that of St. Peter's. The turrets of Gore Hall are solid to the top, instead of exhibiting the beautiful open work of their English prototype; and the massive buttresses of stone are built to support a light roof of timber and slate--an absurdity common in American architecture. The form, too, has been altered, King's College Chapel being rectangular, and Gore Hall cruciform.

The market in Cambridge presents this anomaly, that the butter is sold, not by the pound, but by the yard! The origin of this singular custom is this. Beside their dinner, the members of the colleges are entitled to a certain quantity of bread and butter daily. For the sake of conveniently apportioning the butter, a pound of it is rolled out into a yard's length, when it is easily divided by measure into the precise number of inches which each man ought to consume. At dinner, there is a great rush of the students to get the places opposite the best joints; each carves for himself, and "first come, first served." The college ale has a good reputation for quality.

Among the most prominent attraction of Cambridge, I rank its glorious trees. No where in England have I seen more majestic elms. The English elm is a very different tree from the American. Ours are the more graceful, but the English are the more majestic. They rise tall and sturdy, in shape somewhat like our noblest oaks, and are clad with thick, rich foliage of the deepest green. I know nothing in its way more majestic and imposing than those tall and venerable elms. On them did my last looks linger, as I took my parting survey of the academic Town from Castle Hill, and regretted that no photographer had perpetuated their shadows to assist me m keeping their memory.

WANDERER.

EDUCATION IN THE ISLAND OF JERSEY.

The chief establishment for superior education in Jersey is Victoria College, situated in the principal town, St. Helier's.

The college is an elegant structure, in the Norman style of architecture. It is built of the beautiful grey granite obtained from the cliffs of the northern coast of the island, with facings and mouldings of Caen stone. The combination of the two kinds of stone presents a very agreeable contrast. The building contains two stories, the upper of which consists of one large and noble hall, and the lower of separate class-rooms. The fittings are partly of oak and partly of varnished deal; and, besides being neat in their appearance, they are remarkably good and complete. The class-rooms are fitted up with desks after the manner of our best elementary schools.

The building occupies a most charming situation. It stands on an eminence, called Mount Pleasant, which overlooks the town and the two bays of St. Aubin and St. Clement. It is itself a very prominent object, and may be seen from all parts of St. Aubin's Bay, on which the town is built, and from a great distance at sea. The approaches to it on the side of the hill are tastefully constructed, and, from the magnificent views which they command, and the quantity of trees and evergreens which shade them, they afford the inhabitants, who have free access to them, a most delightful promenade. Indeed, from the number of nursery-maids who repair thither with their infantine and juvenile charges, they have received the name of "The Nursery."

The college was erected by the States, the local government. It appears that an annual appropriation of money voted by them for educational purposes had accumulated for a number of years; and it was determined to apply this fund to the establishment of a great public school for the island. To raise the additional funds necessary for the purpose, a small impost was laid on a certain class of goods, which, we believe, is still in force. A site was accordingly purchased, and the present college erected. It was opened for the reception of pupils on the 29th of September, 1852.

The institution is placed under the control of a committee of the States, including the Lieutenant-Governor, the Bailiff, who is president of the committee, and the Dean.

The College is under the special patronage of the Queen, in honor of whom it is named. Her Majesty has shown her royal favor towards it this year by granting, for competition among the pupils, a commission to attend an examination for admission into one of the military colleges.

For providing the same species of education, there are two Free Grammar Schools; the one called St. Manlier, the other St. Anastase. They were both founded in the year 1498. But the endowments are too small to be of any material service. The two schools are situated in different parts of the island, and are each intended for the accommodation of six parishes.

The States of the Island granted, in March, 1833, the sum of £500, from the revenue arising from the impost on wines and spirits, to be expended in rebuilding a part and improving the rest of the school of St. Manlier; and we believe that they have since made another grant to it. This school is situated near the village of St. Saviour, to the north of St. Helier's, and was founded and endowed in the reign of Henry the Seventh, by John Neel, a native of the island, and dean of the chapel to Arthur, Prince of Wales. The endowment consists of an house, with a small portion of land, and thirty quarters of wheat rent. The school is at present under the care of Mr. R. Mallett. The number of scholars is usually not great.

The name of this school is a corruption of St. Magloire, the name of a bishop of Dol, in Armorica, to whom the island is indebted for the first introduction of Christianity, and who was interred in a spot not far distant from the school.

The free school of St. Anastase is situated near the Village of St. Laurence, towards the west of the island. It was founded, in the same reign with that of St. Manlier, by Vincent Tehy, a Southampton merchant, but a native of Jersey. The endowment in money is very small, consisting of twenty-five quarters of wheat rent; but there is a tolerable house, with nearly four acres and a half of land.

There are in both the English Universities, fellowships and scholarships reserved for natives of Jersey.

Charles the First, at the solicitation of Archbishop Laud, founded in the year 1636 three Fellowships, in Pembroke, Exeter, and Jesus Colleges, in the University of Oxford, to be enjoyed by natives of Jersey and Guernsey, designed for Holy Orders, in alternate succession. There are also three exhibitions to scholarships in Pembroke College for natives of Jersey exclusively, which were given by Morley, Bishop of Winchester, in 1654.

But some time before these grants were conferred, Laurence Baudain had bestowed thirty-two quarters of wheat rent for the maintenance, at either of the universities, of such poor scholars of Jersey as should be found deserving of encouragement, but unable to support the expense of a collegiate education; a gift that has been of the greatest benefit to many of the most useful and respected characters of the island. To him, therefore, belongs the credit of having been the first to encourage the learning of the islanders.

In this connection, it will be proper to mention the Public Library of St. Helier's. It consists of about five thousand volumes; the largest proportion of which, together with the building containing them, was the munificent gift of the Rev. Philip Falle, a native of the island, and its historian, and chaplain to William the Third. The remaining portion, with the exception of a few donations by different individuals, was presented more recently by Dr. Dumaresq. Many useful and valuable books are to be found amongst the number, particularly on theological subjects. In December, 1832, the States of the Island granted a sum of £100 annually from the public revenue, to be applied in purchasing works to enrich the collection in those branches of literature and science in which it was the most deficient, and also to procure modern publications. This institution, under better regulations than the present ones, would be of essential benefit to the island. The annual subscription of five shillings, at present required for the privilege of using it, should be abolished, and the admission made free, under proper restrictions, as in the case of the library of the British Museum; and, instead of being opened only on three days of the week, it should be opened on six. If the subscription is continued, we think that, at least, the rule which prohibits the removal of any of the books from the room, ought to be relaxed in favor of certain descriptions of literature.

We have next to notice the establishments for the education of the poorer class of the inhabitants.

The principal establishments of this kind are, perhaps, the National Schools in the town of St. Helier.

The St. Helier's National or Parochial Schools are the oldest and the largest of these. They consist of two very large rooms for boys and girls respectively. There is a dwelling-house attached to each. The attendance at the boys' school is about 300; that at the girls' school, about 200. The pupils are taught reading and writing, the first elements of arithmetic, and religious knowledge, which is the principal feature of the institution, with the addition, in the female department, of plain needlework. The boys' school was for sixteen years under the very efficient management of Mr. Marsh, who is now one of the assistant masters in Victoria College, and who appears to have gained the respect of the committee of the school, and of the town's people generally.

The other national schools of St. Helier's have been established more recently. They are connected with proprietary district churches, which have been erected by the inhabitants during the last forty years, as the town has increased in size, from the influx of English residents.

There is in the same town a large British School which is exceedingly well conducted, by a master from the Normal School of the British and Foreign School Society.

In connection with the Independent Chapel of St. Helier's, there is a school, which was established some years ago by the exertions of the Rev. W. J. Unwin (now principal of the Congregational Training College at Homerton, but at that time minister of the chapel), and the

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establishment of which is by some said to have given the first impulse to the extension and improvement of elementary education in the town.

And we believe that the Wesleyans, who are very numerous in the town, supporting two chapels, the one for English, the other for French service, have a school in connection with their body.

Two Infant Schools in St. Helier's, the one in Hemery Place, and the other in Clare Street, are said to be in a very flourishing condition. In June, 1845, the States, "considering that the schools called Infant Schools are very useful, and wishing to encourage them," accorded to each of those just mentioned an annual sum of five pounds sterling; and we believe that, since that time, others have sprung up in different parts of the island, and have also received small grants from the States.

It appears that, by the efforts of the parochial clergy, a small school has generally been established and maintained in each of the rural parishes; but that in some instances the schools have been discontinued, from want of funds to carry them on. We were informed that the States made a grant of £10 a year to each of such schools; but we cannot vouch for the accuracy of the information. These schools are necessarily of the very poorest class, and the instruction of the most meagre character. But an amelioration of them is already commencing; though we think that it comes from the wrong quarter, as we shall hereafter endeavor to shew. In passing through the little village of Grouville, on the road to Gorey, our attention was attracted to some written notices, in French, which were put up outside the pretty church, in a sort of safe, after the manner of the rural churches in the island. In one of these notices, the receivers of the Queen's revenue informed the tenants of her manors in Grouville, that their services would be required on certain days to make and carry the hay in some meadows situated in the parish. In another notice, the clergyman announced to the youthful population of Grouville, the sad tidings that school would commence again the next week. In a third notice, the same gentleman summoned a meeting of the committee of the school for the following Wednesday, "pour considérer des documens recus du comité du très-honorable conseil privé de sa majesté." On enquiry, we found that the school was then held in a small cottage, but that a new school-house was about to be erected with aid from the Committee of Council.

For the education of destitute and criminal children in Jersey, there are at St. Helier's a school in connection with the General Hospital, and a Prison School.

The States have in contemplation the establishment of an Industrial School for orphan and deserted children. An Act of the 13th of June, 1854, states that the Lieutenant Governor having laid before the Assembly several works and publications upon the establishment of Industrial Schools for young people of the lower classes of society, and for children left in a state of destitution, the assembly charged a sub-committee to take the subject into consideration, and to advise respecting the means for forming in the island an establishment of that nature. The sub-committee presented their report in the following August, and it has been published; but no further steps have been taken in the matter.

Papers on Practical Education.

THE STUDY OF WORDS.

Polonius—"What do you read my lord?"
Hamlet—"Words, words, words."

With no intention of nicely adjusting the proportion of advantage reasonably to be expected from the various subjects which put forth a claim to excellence as means of education, we propose to say something on the value to the schoolmaster, of the study of words. A short and unexceptionally logical way of arguing their claims would be to establish their title to be recognised as "Common Things." They are unquestionably of the most common. If it is a good thing to give the mind a habit of investigating what is of daily use and occurrence; if it stimulates the faculties to engage them in analysing common processes, in accounting for facts of ordinary experience, and rising from a mere familiarity to an intelligent acquaintance with the structure and internal mechanism of things of every-day life, then the field which the study of words affords should assuredly not be neglected. They are constantly submitting themselves for examination to the intellectual faculties, and in a more direct way than the facts of external nature claiming to be understood. Familiarity with the form and sound is no matter of special study or particular observation, but the vulgar possession of all. The same process of thought is continually working out the same results in the mind of the educational and the illiterate man. So far they are common and household things. To use them, however, with intelligence, to see into them, to test and discriminate, to understand something of the process of which they are the results; all this is knowledge, and it is to know, as distinguished from being familiar with common things. No reason, therefore, can be shown, why they should not enter into the benefit of all the arguments which are justly brought forward for the teaching of such things as a branch of general education. It is, however, with especial reference to the value of such a study to the schoolmaster, that we wish to consider it. Let him reflect that the whole work of education is influencing mind by mind; and that the main channel, by which the influence is engaged, is language. First, he must express himself, then his idea, having been for the moment so expressed, again becomes an idea to the mind of the other. In a just and thoughtful use of words, therefore, on the one hand, and an intelligent appreciation of their value on the other, must lie his main hope of success. He has missed his mark if the words he has chosen say one thing, when he meant them to say another. He has unintentionally endorsed the maxim of Rochefoucault, that "language was given to man to conceal his thoughts." He has failed also if the words are not apprehended in the sense in which he used them. To expect other than that both these results will continually arise from a random use of words, is to undervalue intelligence altogether. It would hardly be more absurd for the artist to lay on his colour blindfolded, or the physician to administer the first drug which came to hand. The comparison, indeed, will hold good not in this point only. The artist, if he is really an artist, will not rest content with conventional ideas of colour. He will fairly study for himself the gradation of tint necessary to produce the effect he desires, until he learns to blend his colours with a delicacy of perception, which an uneducated eye will never possess, though it may soon be taught to appreciate. The physician, again, studies the agencies which he has at command, until he learns to proportion this power to the due measure of the effect required. In like manner language is the instrument of education in the hands of the educator. It is an instrument, moreover, of marvellous complexity. There are words many, in senses manifold, and combinations of these as numberless as thought is infinite. It would be strange if mastery were to be acquired without trouble over so complicated a system of forces. The truth is, that patient, thoughtful, and continual study of words, is necessary to all who would use them with effect. We go a step farther, and say that is essential to all who would think correctly. The connection between thought and language is too obvious to be insisted upon. It is impossible to advance the one without pushing forward the other. Accuracy in the use of words is at once the cause and consequence of accuracy of thought. They act and re-act upon each other. No political educator can long remain ignorant of this fact. He uses it unconsciously as a test of the results of his labours. Confusion of terms leads him to infer confusion of ideas, and it is by pointing out the one, that he sets about correcting the other. This consideration alone, if weighed, will suggest the high importance which should be attached to a careful analysis of words. In the work of education, not only intellectual, but also moral impressions have continually to be enforced or corrected; this necessitates such analysis as, without the clue which words afford, must lead to helpless bewilderment. If our teachers are to take up a higher position than that of mere channels of information, conduit-pipes serving to distribute over a certain area a few facts more or less, it must be by the cultivation of a thoughtful intelligence, which will enable them to guide the mind and heart, as well as store the memory of their children. They must hold a place above them in right of higher wisdom and insight, as well as superior information. To a teacher of this order, the mistakes of the children will not be disappointment, but secret instruction where and how to bestow his efforts. To one, however, who is unaccustomed to track the footsteps of his own thoughts, or follow out patiently those of others, to weigh, to analyse, to discriminate, to watch how man's mind is imprinted and recorded in the words he uses, all such hints would be thrown away. As language and thought are developed, so are they understood together. Neither, again, without attention to such studies as we are contemplating, can he make the text books of the school fulfil their due use and end. The value of a reading lesson will have been but ill understood, if its object has been simply to secure correct spelling, or pronunciation, and right emphasis. There is a reading of the mind as well as of the eye and mouth. The knowledge how to read in the higher sense would, perhaps, be the most valuable acquisition which a child could take away with him from school. The truth is, that after all, in the limited time which the exigencies of life can be made to grant for a child's school days, but little can be done in this direction. This is, however, but reason the more for making brisk use of what there is. Curiosity may be aroused, intelligence awakened, interest quickened. To effect this requires the teacher to be above his subject. He must have insight into the intellectual needs and necessities of the children's minds, adapt his eye to see with theirs, at the same time that he ranges beyond them. He must also have a certain mastery over the thoughts and language of the book before him, to enable him to paraphrase, to illustrate, or simplify, according to their individual wants. Without the study of words, the knowledge requisite for this is, we repeat, impossible of attainment. We may be met by the answer, that we are asking too much. We reply that there is scarcely any excellence of knowledge and wisdom we would not ask for in the schoolmaster, and do all to help him on the way to attain it. Such knowledge as

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we have been maintaining to be necessary, may be called simply, if you will, intelligence; and then we shall find few who will argue that of that the schoolmaster can have too much. The more he reflects, and the more and more thoughtfully he reads—and we will leave him to try to do either without finding himself engaged upon the power and virtue of words—the greater will be his efficiency as a teacher, and the greater also, we will venture to predict, his satisfaction in the work. We are not demanding that the schoolmaster shall have a so-called classical education, though that is one way of meeting the requirements we are making, nor yet that he shall have studied comparative language, though that may be another, but simply insisting on the fact, that knowledge of language and of the power of words he must have, seeing that they are instruments which he must use in his daily calling. That without study he will scarcely use them skillfully or effectively requires no very elaborate proof. How certain studies already prescribed may be made best to conduce to the end which we have given reason for setting up in his view, and also how these may be carried out, or in course of time, as the work of self-culture goes on, be superseded by others, we leave it open for another paper to point out.—*Papers for the Schoolmaster.*—[See also page 139.]

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: SEPTEMBER, 1855.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

DONATIONS TO PUBLIC LIBRARIES.

On this subject a local superintendent, writing to the Educational Department, asks for information in the following terms:—"Sir, I would call your attention to the necessity of regulations regarding donations which may be made to the Public Libraries. Were the attention of the community drawn to the subject, it is likely that a large number of volumes might be procured in that way.

"My attention has been drawn to the matter, from a donation having been offered to our Public Library of the Edinburgh, Quarterly and North British Reviews. (The Westminster having been retained by the donors on account of its infidel tendencies.) I wish to be informed if the donation is to be accepted.

"I would respectfully suggest that the following regulation might be sufficient: 'The names of all works, which may be presented to any Public Library, will first be submitted to the Chief Superintendent, along with reasons for their being accepted, and can only be received into the Library when approved of by him.'"

The suggestion having been under the consideration of the Council of Public Instruction, a Council Minute was passed concurring in the foregoing regulation.

MONITORS IN SCHOOLS.

On the propriety of appointing Monitors in the Common Schools, a local superintendent writes as follows:—"Sir, The more general introduction of the free school system, as well as the greater desire for education, prevailing throughout the country, has so increased the attendance that many of the Teachers find themselves unable to undertake their duties. This circumstance having led me to consider the matter, I would beg to bring under your notice the propriety of establishing what may be called monitor-pupils.

Whenever a school has more than 45 pupils on the roll, let one of the more advanced scholars be appointed monitor by competition, to be superintended by the local superintendents. Let him be exempt from all fees, and let the sum of £5 be allowed him yearly, along with peculiar privileges in regard to admission to the Normal School. Of the sum allowed let one half be given by the Government, and the other half by the Section or the County Council. Should the number on the roll amount to 70, two of these sub-teachers might be employed.

"The advantages of such a plan are obvious. It would provide a nursery for teachers, and form a feeder to the Normal School. It would encourage poor and deserving scholars, and cause the schools to be better taught—in short, it would impart no small impulse to the educational system of the country.

"I am much pleased with the new form of the Half-Yearly Return. It is complete, affords an effectual check against fraud, and imparts information which every local superintendent will find eminently useful."

The 5th clause of sec. 12 of the School Act of 1850 already authorises trustees to employ *all teachers required* for the School Section, and to "determine the amount of their salaries," etc.; while the seventh clause of the same section authorises trustees "to provide for the salaries of teachers, and all other expenses of the school, in such *manner* as may be desired by a majority of the freeholders or householders of such section," etc.

The other suggestions in the letter are worthy of consideration.

THE GRAMMAR SCHOOL IN BEAMSVILLE.

The Secretary of the Board of Grammar School Trustees at Beamsville, in a recent letter to the Department of Public Instruction, conveys the following gratifying intelligence:—"The use of the Grammar School-house has been granted, hitherto, by the favor of Mr. Beam. He now proposes to convey it by deed to the trustees; and another gentleman in the neighborhood promises an annuity of fifty dollars in aid of the school, which shews an increasing interest in its behalf." Such instances of liberality, though rare, are worthy of universal imitation.

MAPS OF SCHOOL SECTIONS IN TOWNSHIPS.

The twenty-fifth section of the Supplementary School Act of 1853 very properly enacts: "That it shall be the duty of the Clerk of each Township Municipality to prepare, in duplicate, a map of the Township, shewing the divsiions of the Township into School Sections and parts of Union School Sections, one copy of which shall be furnished to the County Clerk for the use of the County Council, and the other shall be retained in the Township Clerk's Office, for the use of the Township Municipality." As the fourth clause of the eighteenth section of the School Act of 1850 provides that alterations in the boundaries of School Sections shall only take legal effect from the twenty-fifth day of December next after they shall have been made, uncertainty and confusion would be avoided were this provision of the law complied with; and the map once made and approved by the Township Council becomes a standard authority in case of any local dispute on the subject of the boundaries of the School Section. It would be well for local superintendents to see that this provision of the law be complied with on the part of clerks of townships, so as to enable trustees and themselves the more readily to settle matters of dispute of this kind.

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THE GEOLOGY OF NOVA SCOTIA.

We have been favored with a copy of an admirable work, entitled Acadian Geology: by Jno. W. Dawson, Esq., recently appointed Principal of McGill College, Montreal. (See page 141.)

The subjoined extract from its introductory pages, will be perused with interest by many of our readers:—

The aboriginal Micmacs of Nova Scotia, being of a practical turn of mind, were in the habit of bestowing on places the names of the useful articles which could be found in them, affixing to such terms the word *Acadie*, denoting the local abundance of the particular objects to which the names referred. The early French settlers appear to have supposed this common termination to be the proper name of the country, and applied it as the general designation of the region now constituting the provinces of Nova Scotia, New Brunswick, and Prince Edward Island; which still retain Acadia as their poetical application, and as a convenient general term for the Lower Provinces of British America as distinguished from Canada. Hence the title Acadian Geology is appropriate to this work, not only because that name was first bestowed on Nova Scotia, but because the structure of this province, as exposed in its excellent coast sections, furnishes a key to that of the neighboring regions, which I have endeavored to apply to such portions of them as I have explored. This title is farther justified by the circumstance that the Acadian provinces form a well marked geological district, distinguished from all the neighboring parts of America by the enormous and remarkable development within it of rocks of the Carboniferous and New Red Sandstone systems.

Nova Scotia, unlike the greater number of the states and provinces of North America, has not enjoyed the benefit of a public geological survey. Yet, though destitute of this great aid to progress, and regarded as one of the most obscure and insignificant dependencies of the British crown, its mineral resources have been very extensively developed by mining enterprise, its structure has been somewhat minutely examined, and it has afforded some very important contributions to our knowledge of the earth's geological history. Circumstances of a political character, rather than any want of liberality or scientific zeal on the part of the people, have prevented a systematic exploration of the country, at the public expense, while the possession of useful minerals deficient in all the neighboring regions, has made it of necessity one of the most important mining districts in North America. Unfortunately, in one sense for the colony, its abundant mineral wealth attracted attention at a period when the government of the mother country was not actuated by the liberal spirit that now characterises its dealings with its dependencies, and when the rights of the colonists were not so jealously nor so ably guarded as at present.

The valuable minerals were reserved by the crown, and were leased to an association of British capitalists, who have opened the principal deposits of coal, and largely exported their produce, and some of whose agents have zealously and successfully aided in exploring the geology of the country. The provincial legislature, however, has evinced a very natural disinclination to expend the public money in the examination of deposits in which its constituents have no direct interest, and which continue to be a fertile subject of controversy with the mining company and the imperial government.

It is to be hoped that these impediments to public action on the subject of geological exploration will soon pass away. Arrangements have been entered into between the province and the mother country, in virtue of which the control of the mines will revert to the former on the expiry of the lease, thirty-two years hence. A recent act of the legislature has empowered the provincial government to grant leases of unopened mines to private speculators. Extensive railway enterprises have been undertaken, which will open up the inland mineral districts. Valuable metallic minerals have been discovered in localities which have escaped the reservation; and negotiations have been commenced with the mining company for the purchase of the unopened coal mines. In all these facts there is promise that the provincial government will soon find itself in a position to institute a scientific investigation of the structure and productions of the country, and it is to be hoped that this will be done by competent persons and on a liberal scale; and not, as has been the case in some neighboring colonies, in a manner too imperfect to afford trustworthy results. The excellent survey of Canada now in progress under Mr. Logan, should be a model to the other provinces in this respect.

In the meantime Nova Scotia may congratulate herself, that the noble monuments of the earth's geological history exposed in her coast cliffs have induced eminent geologists from abroad to occupy themselves with the most interesting parts of the structure of the province, and have cherished a strong taste for geological inquiry among her own sons; and that much has been effected as a labour of love, which in other countries would have cost a large expenditure of the public wealth. Much, no doubt, still remains to be done, especially in those districts less fertile in facts interesting to the naturalist; but a glance at the list of publications in the following pages, is sufficient to show how much labor has been voluntarily and gratuitously expended, as well as the importance and interest of the discoveries that have been made.

Though however, a large amount of valuable information has been accumulated, it is scattered through the scientific journals and other publications, inaccessible to the general reader, and not easily referred to by the geological student; and it is in its nature fragmentary, and incapable of affording a complete view of the structure of the country These considerations, and the possession of a mass of unpublished notes which have been accumulating for the last fourteen years, have induced the author to undertake the present work; and he trusts that in doing so, he will render an acceptable service not only to his own countrymen and to the inhabitants of the other Acadian provinces, but to those geologists in Britain and America who may be acquainted with his published papers, and may desire a more complete acquaintance with Acadian geology.

The earliest account of the geology of Nova Scotia with which I am acquainted, is contained in an elaborate paper in Silliman's Journal for 1828, by C. T. Jackson, and F. Alger, Esqrs., gentlemen who have since established for themselves a distinguished reputation. Messrs. Jackson and Alger directed their attention principally to the trap and red sandstone formations of the western districts, and the interesting crystallized minerals contained in the former; but they also gave a tolerably correct view of the distribution of the principal rock formations throughout the province, and made the earliest attempt to represent them on a geological map. Their determinations of the minerals of the trap district are accurate, and their catalogue of these minerals still admits of scarcely any extension. This paper was published in a separate form in 1832.

An important addition was made to the geology of the province in 1829, in a chapter contributed to Haliburton's History of Nova Scotia, by Messrs Brown and Smith, then exploring the province on behalf of the General Mining Association; and the former of whom has subsequently been one of the most successful investigators of the geology of the coal formation. The article in Haliburton relates principally to the eastern districts; and is chiefly remarkable as containing the most accurate views of the development of the carboniferous system in Nova Scotia, promulgated previously to the visit of Sir Charles Lyell in 1842.

In 1836, a volume entitled "Remarks on the Geology and Mineralogy of Nova Scotia by A. Gesner, Esq.," was published and extensively circulated in the province, and it is still from this work that a great portion of the local public derive their ideas of the geological structure of the country. This work was in great part a popular *resume* of the previously published discoveries of Jackson and Alger, with many additional facts by its author in the course of a careful examination of the coasts of the Bay of Fundy, and more hurried journeys in other parts of the province. Though disfigured by some inaccuracies in nomenclature, and very deficient in information as to the arrangement and superposition of rocks, Dr. Gesner's work was of great service in directing popular attention within the province to the subject of geology, and it is still an excellent guide to the localities of interesting mineral specimens.

In 1841, W. E. Logan, Esq., now provincial geologist in Canada, made a short tour in Nova Scotia, and contributed a paper on the subject to the Geological Society of London. In 1843, Mr. Logan, in passing through Nova Scotia on his way to Canada, visited the South Joggins, and executed the remarkable section which he published in 1845 in his first Report on the geology of Canada. This section, which includes detailed descriptions and measurements of more than fourteen thousand feet of beds, and occupies sixty-five octavo pages, is a remarkable monument of his industry and powers of observation, and gives a detailed view of nearly the whole thickness of the coal formation of Nova Scotia.

The year 1841 forms an epoch in the history of geology in Nova Scotia. In that year Sir Charles Lyell visited the province, and carefully examined some of the more difficult features of its geological structure, which had baffled or misled previous inquirers. Sir Charles also performed the valuable service of placing in communication with each other, and with the geologists of Great Britain, the inquirers already at work on the geology of the province, and of stimulating their activity, and directing it into the most profitable channels. The writer of the present work gratefully acknowledges his obligations in these respects. The results obtained by Sir Charles, which much modified and enlarged the views previously entertained of the structure of Nova Scotia, were communicated to the Geological Society, and a popular account of them was given in his "Travels in North America."

CLASSICAL STUDIES IN THIS COUNTRY.

Another prevalent error which deters many persons from engaging in classical study to any considerable extent, is the idea that there is no progress in classical researches. Were this idea even well founded, it should not of necessity lead to such a result. The science of geome-

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try, for example, has for a long time made very little absolute progress; yet the benefit of studying it, not only as a discipline of the mind, but also as an indispensable step towards the higher mathematical investigations, is apparent to every person of the slightest scientific attainment. But in philology the case is vastly different. The *dead* languages (as they are most unfortunately styled) may indeed in themselves be absolutely fixed, incapable of addition, or of diminution, or of any other change, but not so with our knowledge of them, and much less with our knowledge of the treasures to which they are the only key. The visible heavens have not greatly changed since the time when they were attentively studied in the plains of Mesopotamia by Chaldean shepherds, but the science of astronomy has nevertheless, as we believe, made some progress since then. The material for any study cannot, from the nature of the case, undergo any great changes. Our earth is not much larger or smaller than that on which Roger Bacon lived, and the materials of which it is composed are not widely different now from what they were then; yet we claim to have made some progress in the science of chemistry since his day. Nor has the contour of the earth's surface changed very much since the earliest historic period; yet the geologist claims to have learned much within fifty years respecting the physical history of our globe. So it is with the materials on which the philologist and the antiquary labor; and the results in like manner have been similar. Greek and Latin remain the same that they were years ago, but still they afford ample material for investigation. Let one take the most recent and thorough history of Rome, that of Dr. Arnold, and while reading it in course from the beginning, let him mark those passages where the historian so frequently says, here is something which we do not at present understand, and which subsequent investigation will doubtless set in a clear light; to those instances where this remark is made, let one add an equal number of other passages where it might in truth be made; it will thus become apparent that what has already been done is but a small part of what remains to be done. Let one in the next place carefully compare this same history with any one which was written fifty years before it, and some view may be gained of the progress which has been made in only half a century.* To say nothing of the discoveries in other parts of Italy during this time, those which have been made in the vicinity of Naples alone would suffice to constitute an era in the Etruscan antiquities, to which some of the best German scholars are now turning their attention, with so much zeal, may be taken as an earnest of still more valuable discoveries.

If one pass from Italy to Greece, we find fully as much progress to have been made in our knowledge of that country within the last fifty years; nor does less now remain to be accomplished than in Italy. The researches of Leake will ever constitute an era in the study of Grecian antiquities. It may safely be asserted that our positive knowledge of this subject is two-fold what it was half a century ago. Who can estimate the value to the learned world of the Corpus Inscriptionum Grecarum, or of the Staatshaushaltung der Athener and the Attiches Seewesen? This latter work was published as recently as 1840, and the materials for it were furnished by Professor Ross, of the University of Athens. These materials consist of inscriptions which were accidentally discovered in the year 1834, while workmen were engaged in digging for the foundation of the royal magazine in Piræus; and through the indefatigable labors of Ross and Boeckh a work has been produced on the important subject of Athenian naval affairs, which has thrown everything that ever preceded it entirely into the shade. The Staatshaushaltung der Athener was published in 1817. The learned author commences the preface in this manner: "Our knowledge of Hellenic antiquities has but just commenced. Abundant material is in existence, yet only a few know how to make use of it." Although Boeckh has so well understood how to make use of materials, he has himself advanced the work not far from its beginning; and were the date of his preface changed to the present time, his language might still remain true.

One of the most interesting projects in which the learned of Europe have recently been engaged, was set on foot not long ago by Professor Ross, now of the University of Halle. The plan was made known in the Neue Jahrbucher sur Philologie und Paedagogik, in August 1853. As the announcement contains some interesting points which bear upon our subject, we will present some portions of it:

"For the increase of our knowledge of antiquity, much had recently been done by the excavation of ancient monuments. In Egypt, Assyria, and Babylonia, extensive researches have been undertaken by the Prussians, French and English governments; and are still to some extent carried forward with the most brilliant success, far surpassing anything of this sort which has hitherto been undertaken in Greece. Indeed we seldom hear of any new discovery on Grecian soil. Since the restoration of the temples of Ægina, Phigalia, Carthæa and Olympia, and the labor expended on the Acropolis of Athens, as well as the researches in Asia Minor, scarcely any great, well concerted researches have been undertaken. It requires no argument to shew how desirable it would be, for the enlargement of our acquaintance with ancient Greece, for the original examination of many important inquiries relating to the politics, literature and arts of the ancients, that more numerous monuments in Greece itself should be brought forth from the protecting bosom of the earth. What service has Lord Aberdeen alone not rendered to the cause of learning by bringing to light the treasure-house in Mycenæ!"

"Many places offer themselves for our researches with the surest prospect of remunerating our labor; as for example, Delphi, the treasure house in Orchomenus, the Heræum near Argos, the temple of Nemea, the Isthmian and the Epidaurian sanctuaries, besides many other places; but scarcely one other presents so sure a prospect of valuable scientific results as Olympia, since in Olympia, as the great national sanctuary of the Greeks, were accumulated, in a small space, monuments and other interesting objects of every description, architecture of different kinds and times, sacred edifices, temples, shrines of heroes, altars, treasures, theatres, the stadium, the hippodrome, and other structures: here stood hundreds, nay, thousands of bronze and marble statues, both of gods and men,* and the most various votive offerings. For political and literary history, however, Olympia excites peculiar expectations, in that here, on the most sacred spot in Greece, and under the protection of a divine peace, were placed stone and bronze documents respecting contracts of the most varied description between the single states (as we learn from Thucydides v. 47.); also votive inscriptions, epigrams, and other *monumenta literata*. Of these, single specimens have been washed up through the accidental favor of the waters of the Alpheus. What light may we not expect from this source for the history of literature, of art, and of states!"

"To all this must be added another advantage. Where an ancient place has been occupied without interruption to the present day, as Athens, Thebes, Eleusis, Megara, etc., there the continual necessity of obtaining new materials for building has led to the destruction of an incalculable amount; but Olympia has the advantage not to have been inhabited. It is therefore to be supposed that since its downfall, the ruins (except such as were of costly material) have remained on the spot, and are only covered with earth. This is proved by accidental discoveries of articles made of bronze; and by the inconsiderable excavation which was made with so much success by the French government."

"Winckelmann has already enlisted much interest in the plan of an excavation at Olympia; but Greece, which is separated from Italy only by the Ionian sea, appeared at that time to be farther removed from western Europe than the new world appears at the present day. The French researches scarcely deserve the name. They resulted in uncovering some portions of the temple of Zeus, and this discovery seemed a sufficient reward. The Greek government also has hitherto done nothing towards clearing up the Olympian plain. Its finances are demanded on all sides in the newly growing state. Olympia threatens still to remain a closed book, sealed with seven seals; and yet are the seals of these documents, important as they are to the past history of Greece, so easy to be opened! A more favorable locality for an excavation could not be imagined. Olympia lies a few hours from the sea, directly on the shore of a navigable stream, and opposite to the over-populous island of Zante; so that workmen, provisions, and the necessary instruments and materials for carrying on the work might easily be transported thither."

* * * * * * * *

"Should the amount of the contributions exceed our high expectations, or should it, as we by no means hope, fall below them, then the Greek government is desired, in the former case, to undertake some other similar work, together with the excavation of Olympia; in the latter case, some smaller work, as for example, the clearing out of the treasure-house in Orchomenus, or the second treasure-house in Mycenæ."

The Jahrbucher, for March, 1854, contains the announcement that the sum contributed is insufficient for the project of making excavations at Olympia, and that it will consequemtly be expended for the same purpose at Mycenæ.

We have presented the above, not for the sake of shewing the failure of a brilliant project, but because it gives some idea of the researches which are yet without doubt to be made in Greece, and of the results which may confidently be expected therefrom. It suggests also what every historian knows full well, that our knowledge of the most interesting nations of antiquity, like that of the earth on which we dwell, and of the physical universe, is yet far from complete and satisfactory, is in fact still in its infancy. Nor need we despair of obtaining additional light in the one case more than in the other. As the history of nature is written only in scattered fragments and obscure lines, which are often concealed beneath the earth, and can only be read by the patient,

* Niebuhr's great work on Roman History was first published in 1811.

* The elder Pliny estimated that in his time there were yet three thousand statues in Olympia.

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thoughtful and persevering student, so the history of many races, which have lived upon the earth, and acted an important part, still lies in fragments, half concealed by the rubbish of centuries, or half defaced by the hand of time. But these precious relics shall be exhumed; the scattered fragments shall yet be brought together; and that which is now illegible shall yet be deciphered. This may not at all happen in our day, but it will yet be done; and the fact will yet be acknowledged that the intelligent and immortal races which have inhabited our earth, form a subject of study not less interesting and instructive than the physical earth itself.—*Christian Review.*

Miscellaneous.

A FATHER'S PRAYER.

BY THE REV. DR. WITHINGTON.

At this hushed hour, when all my children sleep,
Here, in thy presence, gracious God, I kneel;
And while the tears of gratitude I weep,
Would pour the prayer which gratitude must feel;
Parental love! O, set thy holy seal
On these soft hearts which thou to me hast sent;
Repel temptation, guard their better weal;
Be thy pure Spirit to their frailty lent,
And lead them in the path their infant Saviour went.

I ask not for them eminence or wealth—
For these, in wisdom's view, are trifling toys;
But occupation, competence, and health,
Thy love, thy presence, and the lasting joys
That flow therefrom; the passion which employs
The breasts of holy men; and thus to be
From all that taints, or darkens, or destroys
The strength of principles, for ever free:
This is the better boon, O God, I ask of thee.

This world I know is but a narrow bridge,
And treacherous waters roar and foam below;
With feeble feet we walk the wooden ridge,
Which creaks, and shakes beneath us as we go;
Some fall by accident, and thousands throw
Their bodies headlong in the hungry stream;
Some sink by secret means, and never know
The hand which struck them from their transient dream,
Till wisdom wakes in death, and in despair they scream.

If these soft feet, which now these feathers press,
Are doomed the path of ruin soon to tread;
If vice, concealed in her unspotted dress,
Is soon to turn to her polluted bed;
If thy foreseeing eye discerns a thread
Of sable guilt, impelling on their doom,
O, spare them not—in mercy strike them dead;
Prepare for them an early, welcome tomb,
Nor for eternal blight let my false blossoms bloom.

But if some useful path before them lie,
Where they may walk obedient to the laws,
Though never basking in ambition's eye,
And pampered never with the world's applause;
Active, yet humble, virtuous too, the cause
Of virtue in the dwellings where they dwell,
Still following where thy perfect Spirit draws,
Releasing others from the bands of hell—
If this be life, then let them longer live, 'tis well.

And teach me, Power Supreme, in their green days,
With meekest skill, thy lessons to impart—
To shun the harlot, and to show the maze
Through which her honeyed accents reach the heart.
Help them to learn, without the bitter smart
Of bad experience, vices to decline:
From treachery, falsehood, knavery, may they start
As from a hidden snake; from woman, wine,
From all the guilty pangs with which such scenes combine.

How soft they sleep, what innocent repose
Rests on their eyes, from older sorrows free!
Sweet babes, the curtain I would not unclose,
Which wraps the future from your minds and me.
But Heavenly Father, leaving them with thee,
Whether or high or low may be their lot,
Or early death, or life await them—be
Their Guardian, Saviour, Guide, and bless the spot
Where they shall live or die; till death, forsake them not.

Though persecution's arches o'er them spread,
Or sickness undermine, consuming slow;
Though they should lead the life their Saviour led,
And his deep poverty be doomed to know;
Wherever thou shalt order, let them go;
I give them up to thee—they are not mine;
And I could call the swiftest winds that blow
To bear them from me to the Pole or Line,
In distant lands to plant the Gospel's bleeding shrine.

When as a scroll these heavens shall pass away,
When the cold grave shall offer up its trust,
When seas shall burn, and the last dreadful day,
Restores the spirit to its scattered dust,
Then, thou most merciful, as well as just,
Let not my eye, when elements are tossed
In wild confusion, see the darkest, worst
Of painful sights, that ever parent crossed,
Hear my sad, earnest prayer, AND LET NOT MINE BE LOST.

HOW TO ADMONISH.

We must consult the gentlest manner and softest seasons of address; our advice must not fall like a violent storm, bearing down and making those to droop whom it is meant to cherish and refresh. It must descend as the dew upon the tender herb, or like melting flakes of snow; the softer it falls, the longer it dwells upon, and the deeper it sinks into the mind. If there are few who have the humility to receive advice as they ought, it is often because there are so few who have the discretion to convey it in a proper vehicle, and to qualify the harshness and bitterness of reproof, against which corrupt nature is apt to revolt, by an artful mixture of sweetening and agreeable ingredients. To probe the wound to the bottom, with all the boldness and resolution of a good spiritual surgeon, and yet with all the delicacy and tenderness of a friend, requires a very dexterous and masterly hand. An affable deportment, and a complacency of behaviour, will disarm the most obstinate. Whereas, if instead of pointing out their mistakes, we break out into unseemly sallies of passion, we cease to have any influence.

CHANGES IN THE MEANING OF WORDS.

During part of the seventeenth century and earlier, a Dutchman meant a German, Mynheer being called a Hollander. A modern reader, ignorant of this change, when he found a dictionary compiler pronouncing English based on Dutch, might be apt to doubt the author's fitness as a judge of language. Less technical writers suffer from the changes in the meaning of more common words; and a reader, not aware of the changes which have taken place, may be in continual danger of misreading his author, of misunderstanding his intention, while he has no doubt whatever that he is perfectly apprehending and taking it in.

Thus, when Shakspeare, in "Henry VI," makes the noble Talbot address Joan of Arc as a "miscreant," how coarse a piece of invective does this sound! how unlike to that which the chivalrous soldier would have uttered, or to that which Shakspeare, even with his unworthy estimate of the noble warrior maid, would have put into Talbot's mouth! But a "miscreant" in Shakspeare's time had nothing of the meaning which now it has. A "miscreant," in agreement with its etymology, was a misbeliever, one who did not believe rightly the articles of the Catholic faith; and I need not tell you that this was the constant charge which the English brought against Joan, namely, that she was a dealer in hidden magical arts, a witch, and as such had fallen from the faith. It is this which Talbot means when he calls her a "miscreant," and not what we should intend by the name.—*R. C. Trench's English Past and Present.*—[See page 185.]

THE REVIVIFICATION OF ANIMALCULES.

(*Extract from the Inaugural Address of the Hon. Dr. Rolph, before the Faculty and Students of Medicine of the University of Victoria College.*)

"But the revivification of animalcules, is a phenomena more curious; for it takes place more rapidly and is more striking in its results. The vibrio tritici, or the animalcule resembling an eel in its shape, which infests diseased wheat, and which, when dried, appears in the form of fine powder, resumes its living and active state on being moistened. The gordius aquaticus, or hair worm, inhabits stagnant pools, and will,

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when the water is evaporated, remain in a dry and apparently lifeless state; but it will, in like manner, revive in a very short time on being immersed in water. The same phenomena is exhibited by the filaria, a thread-like parasitic worm, infesting the cornea of the eye of a horse. The rotifer redivivus, or wheel animalcule, which was first observed by Lewenhoeck, and was afterwards rendered celebrated by the experiments made upon it by Spallanzani, can live only in water, and is commonly found in that which has remained stagnant for some time in the gutters of houses. But it may be deprived of this fluid and reduced to perfect dryness, so that all the functions of life shall be completely suspended, yet without the destruction of vitality; for these seeming atoms of dust, after remaining for years in a dry state, may be revived in a few minutes by being again supplied with water. This alternate suspension and restoration of life may be repeated, without apparent injury to the animalcule for a great number of times.

"When I see these living beings reduced to dust, and remain for years or centuries like inanimate atoms, and yet by the sprinkling over them of a little water, brought into the manifestation of life and renewed existence; why should I doubt the truth, that a higher order of beings, man himself, after the lapse of the appointed time, should rise from the tomb, renewed in his nature?"

With respect to the power of living beings to endure heat, the following remarks are made:

"There is another striking fact of an opposite character. All living beings, including vegetables, besides the power of preserving their temperature in a cold medium, are also enabled to preserve it in a medium of otherwise most destructive heat. It is a strange chance which could so kindly and singularly provide for and bestow upon all sentient nature for its welfare, the power of withstanding two opposite and conflicting extremes; extremes too, which unceasingly tend, with all the force of the laws of chemical affinities, to involve such bodies in destruction.

"Tillet and Duhamel long since gave an account of some young persons who were in the habit of going into the heated ovens in order to prepare them for the reception of the loaves. The temperature to which they were exposed, appears to have been in some cases as high as 278°, being considerably above the boiling point; and it is said they were able to endure it for twelve minutes without material inconvenience, provided they were careful not to touch the surface of the oven. This account was discredited till it received confirmation from the experiments of Fordyce, Blagden, and others. A chamber was heated considerably above boiling water, in which these experimental philosophers declared they could enjoy themselves pretty comfortably. Although this extraordinary capacity to endure a transition into so high an artificial temperature, may be accounted for upon the increased evaporation from the cutaneous and pulmonary surfaces, yet it seems to afford alone an insufficient explanation. There must be connected with the living system, some functional process of refrigeration, not at present understood. Man and many other animals are subject to great transitions, and it is to meet the exigencies from such changes, that the system is endowed with the power on the one hand, of evolving more or less heat according to the demand; and on the other hand of inducing the opposite condition of cold, perhaps by rendering the superabundant heat in some way latent upon any emergency. Upon whatever principle this accommodation to opposite extremes may be explained, it certainly indicates a nice adjustment of the vital operations by the Creator, to the wants of the animal economy and to its varying and even opposite necessities."

On the subject of the adaptation of the vital parts to each other, and the evidence of design in the structure of plants and of animals, he remarks:

"There is throughout the economy of plants and animals, such an unity of plan, such analogy of means amidst diversities of structure, such multifarious contrivances for vital purposes, associated with corresponding adaptations to the well-being of the animal world, that one would think even a sceptic introduced into the Temple of Nature would be obliged to exclaim—'surely a Supreme first cause dwells here.'

"Connected with the laws of propagation displayed with so much unity in both kingdoms, is the provision every where found for the helplessness of infancy. Do not think it is merely fanciful to trace analogies in the vegetable, though they are somewhat less obvious than in the animal world.

"Galileo, when a martyr of truth, took a straw from his poor yet glorious bed, and holding it up, declared, *that it contained in itself the proof of a Divine Creator.* And I should entertain but slender respect for your pretensions to collegiate honours in your profession, from the universities of your country, if you could devour your eggs at breakfast without a passing admiration of the shell.

"But as the embryo animal is thus safely encrusted, so you see the kernel of fruit alike secured in its shell; and grain also carefully encased in its husk. There is seen not merely contrivance for the development of the vegetable embryo; you also see care bestowed to promote and insure the further consummation. I never see the common sun-flower, with its bosom crowded as it were with its maturing offspring, and this offspring, by the revolution of the parent from east to west, constantly exposed to the genial rays of the sun through his diurnal course, without irresistibly thinking of the patient incubation of the bird;—the bold defence of its young by the meekest animals—and the enraptured care and affection you have received from your mother.

"Some might lightly call it *mere instinct* in plants and animals. Never be led away from the truth by a name; rather ask in reply, who implanted that instinct?—who made it thus harmonise with the wants of living nature?—who established this overpowering relation between the imploring accents of the young and the responsive tenderness of the mother? Things could be thus wisely and harmoniously ordered, only by the Eternal Parent of all."

OAT MEAL AND THE INTELLECT.

FOOD FOR TEACHERS.—At the Annual Meeting of the American Association for the advancement of Education, recently held in this city, Prof. Haldeman advocated the use of highly phosphorized food for teachers, they having much expenditure of brain. He said "the reason why the Scotch were so intellectually acute and active must be attributed to the use of *oatmeal* in their youth. Oats contain more phosphorus than any other vegetable." He also recommended eggs as excellent food for teachers, in order to increase their intellectual capacity. But the mental acuteness and general intellectual strength which characterize the people of the above-named country cannot be due to the phosphorous of their oatmeal, which is their common breakfast food, for it so happens that wheat contains more of it than oats. The quantity of soluble phosphates in wheat, according to Prof. Johnston—himself a Scotchman—is more than one per cent. greater than in oats. In his work on Agricultural Chemistry, pages 503 and 510, the composition of wheat and oats is given in tables.—Oatmeal is, no doubt, very excellent food for man and beast, and so is Indian corn meal, but neither of them will confer intellectual acuteness upon any man. Dull teachers or dull men cannot be made philosophers either by the use of eggs or oats. We must look to some other cause than oatmeal for the metaphysical mind of the North Britons. That cause is, no doubt, to be found in their education, Common Schools having been in existence in that country for two centuries, and the strict *family* training of children by catechisms being similar to that which used to prevail in New England, and various other parts of our country. The Welsh, the Norwegians, and Irish use oatmeal extensively for food.

TEACHERS' CHARACTERISTICS.

An interesting paper lately read before the United Association of Schoolmasters of Great Britain, contains the following generalizations:

1. Teachers of limited capacity, or whose command of language is limited, invariably teach best with text-books, or by the individual system of instruction.

2. Men of fervid imagination, having a great command of language and enthusiasm of character, almost invariably become superior teachers.

3. Decision of character almost invariably forms an element in the qualifications of a superior teacher.

4. Men who are deficient in general knowledge and enthusiasm of character are generally bad teachers, even though they may possess great technical acquirements.

5. An earnest man imbued with the love of children is rarely a bad teacher.

6. The love of teaching is generally associated with the capacity for it, but the converse does not generally hold true.

7. A man of superior teaching powers teaches well by the rational method. But he will always teach best by that method which is suited to his peculiar capabilities.

8. Men generally teach badly when they attempt to teach too much, or when they do not duly prepare their lessons.

9. Presence of mind and that self-confidence which is based on self-knowledge are essential elements in a good teacher's character.

10. Success in teaching is more dependent upon the capabilities of the master for teaching than upon his technical acquirements. Teaching power is not always associated with superior talents or acquirements.

"I WOULD LIVE BETTER."

Dr. Nott, the venerable President of Union College, in addressing the pupils of that institution, said:

"I have been young, and now am old; and in review of the past, and the prospect of the future, I declare unto you, beloved pupils, were it permitted me to live my life over again, I would, by the help of God, from the very outset, live better. Yes, from the very outset I would frown upon vice; I would favor virtue and lend my influence to advance whatever would exalt and advance human nature, alleviate human misery, and contribute to render the world I live in like the heaven to which I aspire, the abode of innocence and felicity."

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Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

M. A. McLachlan, President of the County of Elgin School Teachers' Association, in a circular to the members, published in one of the local papers, says:—"With no less pride than gratitude, I intimate, that the County Council, at their last session, have placed at the disposal of the Association, the sum of Ten Pounds, to aid in establishing a Library, and in giving it a permanent character. I believe that no other similar association in Canada can acknowledge a like favor—that the County Council of the County of Elgin is the first to acknowledge the importance of Teachers' Institute and to make a grant of money in their favor. I shall only remind you that this generous act will reflect no less credit on the enlightened liberality of the County Council than it will disgrace on you if you neglect promptly to improve the advantages that they so kindly extend to you. The grant is made to stimulate you to increased activity in extending your own knowledge, and in raising the standard of instruction in the schools under your influence."....The Norfolk *Messenger* states that, "the long-wished for library for that town, will shortly be opened. It consists of 750 volumes purchased at the Education Office, Toronto, by Stephen J. Fuller, Esq. The cost of the collection is estimated at £150—half of the expense is borne by the Government and the remaining half by the ratepayers. The public schools have also been furnished with some splendid maps and globes....The foundation stone of St. Michael's R. C. College was laid at Clover Hill, in Toronto, on Sunday the 16th instant, with appropriate ceremonies.

HAMILTON COLLEGE.

The trustees incorporated under the Act of last Session, to establish a College in Hamilton, feel it their first duty, on meeting for organization, to make known their views as to the objects for which they are appointed. The system of Education intended to be carried out in this Province embraces, 1st. The Common Schools—to communicate elementary instruction to all, and a good common English education to those who desire nothing more. 2nd. The Grammar Schools—to communicate the higher branches of English education to those requiring them, and the elements of Classics and Mathematics to those preparing for. 3rd. The College—giving instruction in the higher Classics and Mathematics, and the whole of the Sciences, Mental, Physical, and Natural, *but especially excluding the Religious teaching of any Sect or Denomination*—this third or Collegiate branch of the system of Education being affiliated with an University incorporated for the purpose not of teaching but of examining candidates, and conferring Scholarships, Honors and Degrees on those found qualified. The object and aim of the Trustees will, therefore, be to establish, and carry out for the benefit of Hamilton and the surrounding country, such a College, affiliated to the Provincial University. They cannot, of course, expect to be able to do this at first to the full extent specified, but they must commence with such a staff of Professors as will qualify students for taking the two first degrees (those of Bachelor and Master of Arts) at the University; and Professor of the various Sciences will be added from time to time, as means and circumstances admit, until the establishment is complete. Entertaining these views, and believing the system of Education complete, and perfectly suitable to the state and wants of the Province, the Trustees consider it to be the duty of all parties, corporate and individual, to carry it out in all its branches fairly and honestly, and they therefore rely on the aid and co-operation of the Municipalities of the City, and of the neighboring Counties, Townships, and Towns, as well as of the citizens individually, and the inhabitants of the adjoining country—especially those interested in the establishment of a high standard of Education. Should they meet with cordial assistance and support from the Municipalities and the Public, the Trustees pledge themselves that no exertions will be spared, on their part, to secure the success of the undertaking.—*Trustees' Manifesto.*

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

At the recent examination of the National Normal and Model Schools Dublin, His Excellency the Lord Lieutenant was present. The vice-regal party were first conducted into the Infant School, containing 172 boys and 130 girls, in all 302 children, were then taken to the Female Model School, where there were at the time upwards of 300 pupils; each of the 90 female teachers under training in this and the Infant School were engaged in examining classes as the Lord Lieutenant passed along. The Male School, in which there were upwards of 500 lads and boys, was next visited, and each of the 115 national teachers in training, who were subsequently to undergo examination themselves, took a class and examined the boys in the different branches of education inculcated in this establishment. "God save the Queen" and "Rule Britannia" having been sung by the male class, M. O'Sullivan, the Head-Master, examined one of the more advanced classes upon the subject of steam power as applied to mechanism, &c.; and the Lord Lieutenant was then conducted to the Lecture Hall, where the teachers, in addition to the 75 agricultural pupils, had by this time assembled. A series of questions propounded in reference to natural philosophy and chemistry, by the Rev. Professor Mac Gauley; upon the principles of elocution, grammar, and composition, by Mr. Rintoul; and in surveying, mensuration, and different branches of mathematics, by Mr. Sheehy, were answered in the majority of instances with singular accuracy, by the pupils. The questioning having been brought to a close;

His Excellency addressed the students in the following terms:—"I have been asked to say a few words about what has afforded me so much pleasure to-day; and you will allow me to observe that all I have heard I think most creditable both to yourselves and to those from whom you have received instruction and training. Some of you will now be dispersing to your different spheres of future action, and all I can say is, that if you apply yourselves to the work you have in hand concientiously—with so much of conscience as will compel you to leave nothing undone that you can do, and with so much of heart as will make you do it well—I am convinced you will, in your separate spheres and opportunities, have the means of doing extensive good to your fellow-creatures; and while there are many who may doubtless do less, I am convinced none can do more."....A boy in one of the London ragged-schools, who had shown a great tact for acquiring languages, has been sent to the Crimea as an interpreter, and frequently has the honor of dining with the commander-in-chief.....Among the medical graduates of the Edinburgh University who obtained their diplomas at the last examination, were a Chinese and four Egyptians. The Chinese graduate, Wong Fun, is believed to be the first of the Celestials who has ever graduated at a British University....The Pope is founding a college at Rome for the education of the English clergy.

JOHN WILLIAM DAWSON, ESQ., F. G. S.

The *International Journal* thus remarks,—We need no other proof of the rapid strides which the British North American Colonies are making in the career of improvement, than the high position, which many of their literary, and scientific men have attained within the last few years. Haliburton Howe, Logan, Hincks, Perley, and several others, have acquired a European fame, and their abilities in their respective walks are calculated to command attention in the most advanced communities.

Among those who have distinguished themselves in scientific pursuits, no name on this side of the Atlantic stands higher than that of the individual who forms the subject of the following paragraph:—

M. J. W. Dawson, of Pictou, has unexpectedly been offered the office of President of McGill College, Montreal. In connection with this incident, so highly complimentary to our talented young Nova Scotian, a friend relates that Mr. Dawson had come to town early in the week, intending to take passage by the last steam packet for Liverpool, having been apprised, previously, that he was appointed Professor of Natural History in the University of Edinburgh. On the arrival of the mail from England, however, he received intelligence that the Professorship promised to him was conferred upon another gentleman. Yet just as he had finished the perusal of this piece of information, a telegraph message was handed to him, conveying the invitation to proceed to Montreal, to take charge, as principal, of the best endowed University in British America.—*Recorder.*

UNITED STATES.

MONTHLY SUMMARY.

The total amount of money appropriated by the State of Ohio, and raised by the townships for public school purposes during the year 1854, was $2,266,457 12, of which sum $59,904 45 was appropriated by the State for School District Libraries. There are in the State 816,408 youths of school age, being an increase of 4,451 over the total of 1853....The people of Kentucky have voted by ten thousand majority to levy a State tax for

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the support of common schools....The Faculties of various first class Colleges are taking decided ground against the institution of secret Societies among the students; and the Trustees of Princeton College have directed the President to announce publicly, at the opening of the session, that any student will be promptly dismissed who may after that time be known to be a member of any such Association....The will of the late Abbot Lawrence bequeaths $130,000 for the following objects:—The Lawrence Scientific School, $50.000; for building model lodging houses, $50,000; Boston Public Library, $10,000; Franklin Library in the city of Lawrence, $5,000; American Bible Society, $5,000; American Tract Society, $5.000 and Home Missionary Society, $5,000 ...The late Thomas P. Cushing, of Boston, has made a munificent bequest to the town of Ashburnham, in Worcester county, of which place he was a native.—He left by will a large portion of his estate for the foundation and endowment of two seminaries of learning to be located in Ashburton, the one for males and the other for females over 10 years of age. We hear that the bequest is of interest to the neighboring towns; as the benefits to be derived from the schools are to be enjoyed in common by all who choose to avail themselves of their advantages. The property bequeathed for the purpose above named, is now valued at fifty thousand dollars. It is to be held by trustees until it has accumulated to $100,000 when it is to be applied to the schools. At the decease of the widow of Mr. Cushing, certain other property is to be applied to the same object. This is now estimated to be worth fifty thousand dollars to place the schools upon a permanent basis....The corner stone of Wayland University has been laid at Beaver Dam, Wisconsin. The institution is named in honor of the Rev. Francis Wayland, late president of Brown University....The New York Teacher for September in reporting the proceeding of the State Teachers' Association, states that, "Professor Ormiston of the Normal School Toronto, made a noble speech on the dignity of the Teachers' Calling, and the necessity of his effort to place his profession among the highest, and placing his character and worth among the highest in the land. He was exceeding happy in his address, and was greeted with hearty applause."

THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION took place in the Chapel of the University of New York on the 28th, 29th, 30th and 31st August, under the Presidency of the Hon. Henry Barnard, of Connecticut. An address was delivered by the retiring President, Dr. Bache. The session was an interesting one. Papers were read by Dr. Tappan, of Michigan, Rev. E. B. Huntingdon, Rev. Charles Brooks, Mr. Olmstead, Mr. Taylor Lewis, Mr. Anderson, and others. During the session Mr. McElligott offered the following resolution as a substitute for one presented by Prof. Davies.

Resolved, That appropriate portions of the Holy Scripture ought daily to be read in all schools and other institutions devoted to secular education, as a public recognition of the Divine authority of the Bible, as a confirmation of the religious teachings which the pupils are always presumed elsewhere to receive, and as a means of diffusing, directly from their source, the wholesome influence of sound morality.

The resolution of Prof. Davies, in place of which this was offered as a substitute, was to the effect that religious instruction should form a prominent element in our systems of public instruction.

Bishop Potter, of Penn, thought the discussion of this subject very unfortunate. He was satisfied that religious teaching to any extent could not be made effective in the public schools, and that no matter how the Association voted on the question, their decision would be of no practical use. The Bible was already read in two-thirds of the public schools, and a resolution that it should be read was unnecessary. He could conceive of a case where the obligatory reading of the Scriptures would be attended with greater evil than good effect.

Prof. Agnew coincided with Bishop Potter, and while he would vote for the substitute under certain circumstances, he was opposed to any expression on the subject by the association. He moved an indefinite postponement. Lost—24 to 25.

A motion to lay on the table then prevailed by a large majority, and the meeting adjourned, after unanimously adopting the following, presented by Dr. Tappan:—

Resolved, That the sentiment expressed in the remarks of Professor Bache in retiring from the presidential chair of this association, that religion and morality constitute the foundation and the best part of education, is worthy alike of the Christian and the man of science.

Resolved, That the association in embodying this sentiment, mean to indicate thereby their full belief that the most perfect harmony exists between the word and the works of God, and that the scientific and erudite theologian who expounds the first, and the devout and reverent philosopher who investigates the history and the laws of the second, cannot essentially differ, but must move toward the same and co-work for the good of man and the glory of God.

In reference to Canada, the New York *Courier* and *Enquirer* states:—

"A paper on the subject of Education in Canada West, was read by Mr. J. G. Hodgins, the Deputy Superintendent. It was explanatory and statistical, and exhibited a satisfactory progress, under liberal legislation in the cause of education in that delightful portion of the British empire. The attendance upon Common Schools in that province is fully equal in proportion to the attendance in Massachusetts and New York. The thanks of the Association were returned to Mr. Hodgins for his interesting paper, and a copy solicited for publication in their transactions. A gentleman remarked, in seconding the motion of thanks, that he regarded the system in operation in Canada West, in so far as it differs from ours, is a decided improvement, particularly as regards the provision made for libraries and the maintenance of teachers.

"The President made some remarks on the difficulty of procuring proper libraries for schools—keeping out bad books, procuring good ones at reasonable rates, &c., and commended the system adopted by the Educational Department at Toronto, Canada West."

The following gentlemen were appointed as officers of the Association for the ensuing year: President, Prof. H. P. Tappan; Secretaries, Joseph Cowperthwaite, Robert L. Cooke; Treasurer, John Whitehead.

The New York *Observer* of the 6th instant, states that:—

The convention adjourned at 8 o'clock on Friday, after having had a pleasant and profitable session. The meetings of each day were opened with prayer. The addresses delivered, and the various papers read, were of great interest and ability; and the discussions consequent thereupon, were marked with earnestness, pointedness, and good feeling. Such a gathering of accomplished scholars as this annual meeting occasioned, is not often seen.

BROWN UNIVERSITY—RETIREMENT OF DR. WAYLAND.—The election of a President of Brown University has not been an event of frequent occurrence. The Rev. James Manning, D. D., was elected its first President in 1765, and held office till his death, which occurred in 1791. The Rev. Jonathan Maxcy, D. D., was chosen in 1792, and resigned in 1802. The Rev. Asa Messer, D. D., was elected in 1802, and resigned in 1826. Dr. Wayland became President in 1827, and has held the office to the present time. There have been but four Presidents, therefore, in the long period of ninety years. Dr. Manning held office twenty-six years, Dr. Maxcy ten, Dr. Messer twenty four, and Dr. Wayland having more than completed twenty-eight years, graduates his twenty-ninth class on Wednesday next.

Dr. Manning, the first President, was a gentleman of rare accomplishments, uniting elegant culture with a fine address, and amiable disposition, and practical habits. Dr. Maxcy, but twenty four years of age when he became President, was an orator whose eloquence is remembered by his pupils with undiminished admiration. Dr. Messer, whose connection with the University as student, tutor, Professor and President, continued through a period of forty years, was an able and successful teacher—and it need not be said of the President now retiring, that from the period of his accession, he has been without a superior among Presidents of American colleges. Dr. Manning graduated his largest class in 1790, twenty-two in number.

Dr. Maxcy's largest class was that of 1802, numbering twenty-eight, and embracing the names of Henry Wheaton and John Whipple. The class of 1825, numbering forty-eight, and among them Barnas Sears, the now President-elect, was the largest class of Dr. Messer. The largest class graduated by Dr. Wayland was that of 1837, consisting of thirty-eight. Dr. Wayland leaves the University with a larger number of students in attendance than at any former period in its history, the last catalogue embracing the names of two hundred and fifty-two under-graduates, in classes numbering, respectively, thirty, seventy-four, eighty-one, and sixty-seven.

There have been to the present time not far from two thousand graduates of Brown University. Of these about five hundred have been ministers, and of these five hundred we think not more than about two hundred have been Baptists. Down to 1852, we are able to identify with tolerable certainty one hundred and fifty names of Baptist ministers of whom ninety-six have been graduates during the Presidency of Dr. Wayland.

Dr. Wayland retires, leaving the Institution in eminent prosperity, and with the means of indefinite progress and usefulness. He retires in the full possession of his great powers, held in honor by his numerous pupils, by all admirers of consecrated learning and by his countrymen generally.—*Examiner.*

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Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Mr. Logan has been awarded the gold medal for the best collection of Minerals and Geological Map at the Paris Exhibition....The American Association for the Advancement of Science held its ninth annual meeting at Brown University, Providence, R. I., early last month....Sir John Herschell has just been elected foreign corresponding member of the Academy of Sciences, vacant by the death of the celebrated mathematician Gauss....M. A. Dumas has been appointed by the French Government to collect all the popular ballad poetry of the South of France....The University of Konigsberg intends to erect a monument to the philosopher Kant. It is to be a statue in bronze, and will be placed on the daily promenade of the great man, which, after him, has been called *der Philosophensteig* (the Philosopher's Path)....Mr. Louis Batissier, Vice-Consul of France at Suez, has just sent to the Museum of the Louvre a papyrus nearly 2,000 years old. It contains a fragment of the 18th book of Homer's Iliad....James J. Sylvester, Esq., formerly professor of mathematics in the University of Virginia, has been appointed examiner in chief to the Artillery and Royal Engineers at Woolwich, England. It is said that Lord Brougham and other gentlemen of high reputation in the literary and scientific world, were very urgent for this appointment, as the appointed was considered to have peculiar qualification in the department of military science.....A letter from Algiers states that M. Duplat, a chemist attached to the military hospital at Blidah, had succeeded in producing oil and alcohol by distillation from acorns growing in the oak forests which cover Mount Atlas. One hundred pounds' weight of acorns produce half a pound of oil and five pounds of alcohol, perfectly suited for chemical purposes ...The London Critic remarks: "It is a singular coincidence that the same year in which we find an English divine publishing in Germany, and in Latin language, a Neologian exposition of the Book of Genesis, we should have a learned German Jew publishing in London, and in English, a quite orthodox commentary upon the book of Exodus."....A valuable and curious library is to be sold at St. Petersburg. It is that of the Councillor of State, Liprandi, brother of the General of that name, now acting against us in the Crimea, and consists entirely of works on Turkey, in which respect it may be called unique. It contains thousands of volumes, which for centuries have been withdrawn from the trade; besides a great many maps, plans, drawings, and manuscripts. It has taken the possessor thirty-seven years to collect....Mr. Heywood, the member for Lancashire, has given notice in the British House of Commons that, next session, he shall move "An address to her Majesty, praying that her Majesty will be graciously pleased to appoint a commission to inquire into the state of the authorized version of the Bible, and to prepare a plan for the futher revision of that translation."....The American Institution, at their recent session in Bath, Maine, refused to entertain a resolution to inquire into the relative merits of Webster's and Worcester's dictionaries of the English language....One of the most celebrated poets of Sweden, P. D. A. Atterbom, died at Stockholm, on the 21st of July last, aged 65 years. He was also the author of a romance entitled *Blommorna*, and other prose works....A monument has been erected at St. Petersburg to the Russian fable-writer, Krylow (born 1768, died 1844.) It is a colossal "*sic sedebat*" statue of the poet, surrounded by allegorical groups of animals, and has been modelled by the well-known Russian sculptor, Baron Kloots....The Right Hon. T. B. Macaulay, M. P., has presented an extensive and valuable donation of books to the library of the Edinburgh Philosophical Institution, of which he is president. The collection, which is handsomely bound, embraces some of the most important works in English history and literature.

GOVERNMENT PATRONAGE OF LITERARY MEN.—Now that public attention is drawn to the subject of the distribution of the Civil List—and especially with a popular Minister in power—we have little fear that the wrong committed by Lord Aberdeen will be renewed. But while the subject is under consideration, it is to be desired that Ministers will come to some clearer understanding as to the principle which should regulate the distribution. Except Sir Robert Peel and Lord Aberdeen, we are not aware that any Minister has ever made a public statement of his view; but these Ministers held opinions on the subject diametrically opposed, not only as to the rights of literature to the sum granted, but also as to the character of the men of letters to whom it ought to be awarded. Sir Robert Peel began with the principle that the fund is voted by way of reward—Lord Aberdeen by way of charity. Sir Robert gave it to the best men—Lord Aberdeen to the poorest. Before he considered a man's claim, Sir Robert asked, "Is he distinguished?"—Lord Aberdeen, "Is he starving?"

In his excellent letter to Southey—offering a baronetcy and a pension—the Great Minister laid down the rule with regard to the Literary Civil List. The money, he said, was intended "as an encouragement of literature." He consequently selected the worthiest objects for the nation's gratitude; and it is to his generous interpretation of the national desire, that Southey, Wordsworth, Sharon Turner, M'Culloch, Tyler, and Montgomery, owed their pensions; and that Messrs. Airy, Faraday, Tennyson, and Mrs. Somerville, owe the state rewards which they still enjoy. The late Minister, Lord Aberdeen, instead of seeking the best men, sought out the least successful, and refused to grant a shilling unless the applicant would sue in the form of a pauper. In this we think Lord Aberdeen took a false view of the case. Literary paupers have the Literary Fund to fall back on,—that Literary Fund which adds to its capital every year, because it cannot find enough of pauperism to relieve. But the Civil Pension Fund is properly a reward; and national rewards are not, we imagine, the right of the unsuccessful. Sir Robert Peel's principle was we submit, the true one.—*Athenæum.*

DISCOVERY OF ANCIENT GREEK SCULPTURE.—Letters from Athens mention the discovery of 300 antique statues, or fragments of sculpture, recently brought to light by excavations at Argos, on the site of the Temple of Juno. These precious remains of ancient art have been recovered by the Greek Government; and if it had any large spirit or interest in archæology Argos possesses within its classic soil quarries of invaluable works of sculpture buried in the ruins of the ancient city, and which might be reclaimed at no great cost. Indeed, the sites of the old Greek temples in many districts, excavated by the Government or by the capital of associations, would probably, by sale of the works discovered, amply repay the outlay. We have evidence of value received in the voluntary and enterprising exertions of our own countrymen, Sir Charles Fellowes and Mr. Layard, and in the produce of the rival labours of M. Botta and M. de Sauley, under the auspices of the French Government. The small village of Argo stands on the ruins of the ancient Argos. The old town is described by Strabo as the principal city of Peleponnesus, next to Sparta. In number and magnificence of temples and public edifices, in schools of art and great artists, it perhaps only yielded the palm to Athens. In sculpture the Sicyonico-Argive school, under Polycletus, rivalled the attic studios of Phidias and Praxiteles, Pausanias, in his discription of the temples, statues, and paintings remaining in Greece, when about A. D. 177, he travelled throughout all its States, describes the classic relics with the detail and accuracy of a *Murray's Handbook*, and devotes several pages to the remains of Argos in his time. The temples and their inestimable works of art were then generally complete and perfect. Their marbles and casts of metal were of priceless value, comprising many statues in marble and brass by Lysippus and other eminent sculptors, besides the works of local artists. The Temple of Juno, in its architecture and riches of art, competed with the Parthenon. The Roman generals, the barbarians, and the pirates we know plundered the Greek cities, both before and after the visit of Pausanias. Nevertheless, the great bulk of treasures escaped, the majority of the "Temples of God" being preserved from sacrilege out of regard for the common sentiment of religion and the faith of the conquered races. Rome, Florence and Naples, and private collections on the continent and in England doubtless contain many first-class works of Greek sculpture; but the mass, probably, remains, whole or fragmentary, beneath the ruins of their ancient resting places. Indeed, the Elgin Marbles have only within this century been rescued from ruin and destruction by their transference from the architraves of the Parthenon to the British Museum. The recent discoveries therefore at Argos have occasioned the deepest interest on the continent among artists and lovers of art. There may come to light unquestionable works of Polycletus. Although inferior to Phidias "in the fashioning of gods in general," he was the most celebrated of Greek sculptors in the perfection of his collossal statues and in the superior representation of beautiful gymnastic figures. One of his statues, the Doryphorus, became a canon of the proportions of the human frame. Pliny ascribes to him the establishment of the principle that the weight of the body should be laid chiefly on one foot, whence resulted the contrast, so significant and attractive, of the bearing and more compressed, with the borne and more developed side of the human body. Polycletus is recorded to have conquered Phidias, Ctesilaus, Pradmon, and Cydon with his Amazon in a contest of artists at Ephesus. We are glad to learn that the Greek Government will permit casts to be taken of these newly-discovered sculptures, which we may therefore

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expect will soon become as general and as valuable models as the Niobe and the Elgin Marbles. The excavations also, we understand, are to be continued. We hope that this spirit of antiquarian research in Greece, thus rewarded and excited, will induce King Otho to direct similar explorations on the sites of the Argive Temples of the Lycian Apollo, Bacchus, Minerva, and of other monuments of Argos. Their localities are minutely described by ancient and modern travellers. The majority of our readers may not know that Pausanias commonly gives the distances and measurements of the Greek temples with minute accuracy, as tested by travellers of our own times. He, moreover, records particularly all the chief works of sculpture in every building. His account, also, of pictures is equally singular and full. The description of one great work of Polygnotus—the subject of which was the taking of Troy and the embarcation of the Greeks—occupies several pages. The new Ministry at Athens will find a useful guide-book if they only first exhaust Pausanias. If Greece will not progress, His Majesty may as well increase the stores of Dresden and Munich.

Departmental Notices.

THE NORMAL SCHOOL.

The present session of the Normal School will close on the 15th of October. The next session will commence on the 15th day of November. Candidates for admission must apply during the first week of the session.

TEACHERS' SCHOOL REGISTERS.

A sufficient supply of School Registers having been sent in October last to the county clerks for distribution through the local superintendents, parties requiring Registers should apply for them to their local superintendent. Should the stock of any county clerk be exhausted, it can be replenished on application to the Educational Department; but the Department should not be put to the additional inconvenience and trouble of supplying isolated school sections direct, (as is frequently done,) in addition to the local facilities which it has already given to supply wants of this kind.

PUBLIC SCHOOL LIBRARIES.

To Municipal and School Corporations in Upper Canada.

Until further notice, the Chief Superintendent of Schools will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to present a written authority to do so, verified by the corporate seal of the Trustees.

EDUCATION OFFICE,
Toronto, 18th June, 1855.

SUPPLEMENTARY EXAMINATION OF COMMON SCHOOL TEACHERS, COUNTY OF YORK.

AN ADJOURNED MEETING of the BOARD OF PUBLIC INSTRUCTION for the County of YORK, will be held at the COURT HOUSE, City of TORONTO, at NINE A. M., on TUESDAY, the 16th day of OCTOBER next, for the EXAMINATION of those TEACHERS who did not present themselves at the recent Annual Examinations in said County.

All Teachers and others, presenting themselves for examination, will be required to select the particular class in which they propose to pass, and previous to being admitted for examination, must furnish to the Examining Committee satisfactory proof of good moral character, such proof to consist of the certificate of the clergyman whose ministration the candidate attended, and in case the party has taught in a Common School, the certificate of the Trustees of the School section will be required. First Class Teachers not required to be re-examined.

JOHN JENNINGS, Chairman.

City of Toronto, 25th Sept. 1855.

WANTED, for the GRAMMAR SCHOOL at GANANOQUE, a qualified TEACHER. Apply, if by letter, (Post paid) to
W. S. MACDONALD.

Gananoque, 21st Sept., 1855.

WANTS A SITUATION.

A TEACHER of several years' experience. He has a First Class Certificate and is competent to teach the FRENCH, LATIN and GREEK languages, and the higher branches of an ENGLISH education. He is well acquainted with the most approved methods of instruction.

Address, stating salary, A. B. C.
Fergus, C. W., Sept. 15th, 1855.

ADELAIDE ACADEMY,
(INCORPORATED BY ACT OF PARLIAMENT.)
For the Education of Young Ladies, Hamilton.

THE next Academic Year will commence on the first of September. All the branches of a thorough and comprehensive Course of Education for Ladies, will, as usual, be taught in Adelaide Academy, embracing the common and higher English studies, Music, Instrumental and Vocal; Drawing, Painting in Water Colours and Oil, Crayons, &c., and Modern Languages. The Academy is furnished with a large Library, Globe, Maps, and the necessary apparatus.

Particular attention is given to the Moral and Religious instruction of Pupils, and every possible effort used to combine the comforts and superintendence of the family circle with the advantages of a Public Institution.

Reference is politely permitted to the following gentlemen, and to the numerous Patrons of the Academy:

The Hon. Chief Justice Sir J. B. Robinson; The Hon. Robert Baldwin; The Hon. Malcolm Cameron; The Hon. J. H. Price; Henry Ruttan, Esq., Sheriff Newcastle District; Rev. Matthew Richey, D. D.; Rev. E. Wood, President, W. M. C.; Rev. R. Burns, D. D.; W. S. Conger, Esq., Sheriff Colborne District.

One Teacher for Pianoforte and one for higher English, required immediately. The salary liberal and the situation permanent.

J. B. HURLBURT, A. M., B. C. L.,
MRS. J. B. HURLBURT,
Principals.

Hamilton, August 8, 1855.

THE Subscribers have now in the Press, and will shortly Publish THE EDUCATIONAL MANUAL FOR UPPER CANADA, containing the Statutes affecting the Educational Institutions of Upper Canada, from the Common School to the University, forming a valuable handbook of reference to all concerned in the working of our Educational system.

THOMPSON & CO.,
Publishers.

52, King Street East,
Toronto, July 26th, 1855.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

TORONTO: Printed by LOVELL & GIBSON, *Corner of Yonge and Melinda Streets.*

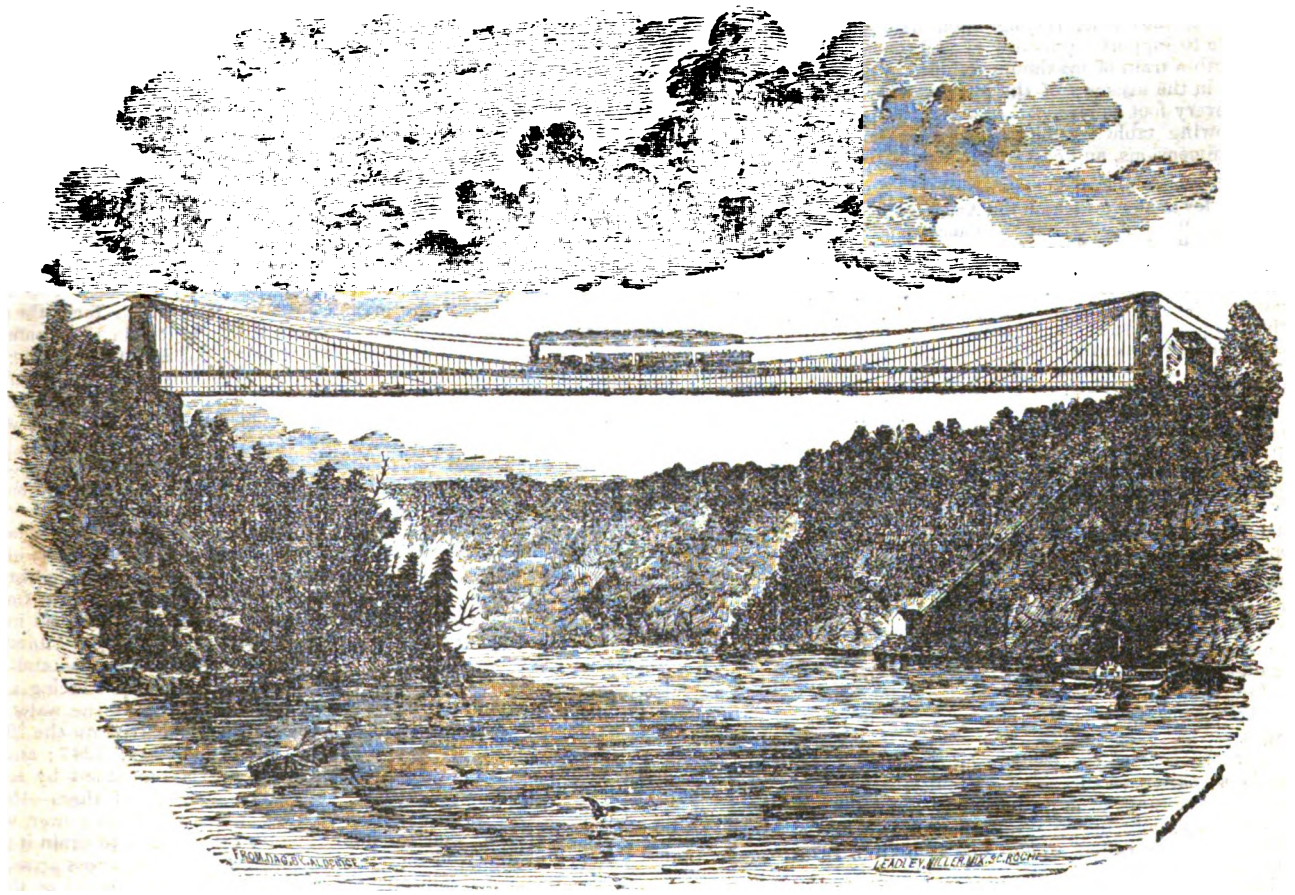
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JOURNAL OF EDUCATION, Upper Canada.

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CONTENTS OF THIS NUMBER.

		PAGE
I.	The Niagara Suspension Bridge	145
II.	The Falls of Niagara	146
III.	PAPERS ON EDUCATION.—1. Physical Exercises in Education. 2. Extracts from the Minutes of the Committee of Council on Education. 3. Moral Culture of Pupils. 4. Home Education. 5. Educate Thoroughly. 6. Best Means to obtain Order in a School. 7. Arnold's System. 8. Dr. Arnold. 9. Scottish Schools 50 Years ago	147
IV.	EDITORIAL.—The Educational Features of the late Provincial Exhibition	152
V.	Mental Improvement of Farms	153
VI.	The Benefits of Evening Schools	154
VII.	The Paris Industrial Exhibition (Two Papers)	155
VIII.	MISCELLANEOUS.—1. One by One (Poetry.) 2. England and her Colonies. 3. Colonies and the Patriotic Fund. 4. A Pious Soldier	156
IX.	EDUCATIONAL INTELLIGENCE.—1. Canada Monthly Summary. 2. British and Foreign Monthly Summary. 3. Australia. 4. Yale College	157
X.	LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Libraries and Museums in England. 3. Department of Science and Art. 4. Editors in Parliament. 5. Arabian Desert as an Ocean. 6. Canadian Institute. 7. Clay Time-Keeper. 8. Varieties of Speed. 9. Notes on Science and Art. 10. Smithsonian Institution. 11. Brock's Monument	157
XI.	Departmental Notices and Advertisements	159



THE NIAGARA SUSPENSION BRIDGE.

The International Railroad Suspension Bridge—one of the most magnificent structures of the kind in the world—was erected in 1853–4, and was designed to connect the Great Western Railroad of Canada with the railroads of the State of New York. The bridge spans a narrow part of the Niagara river, two miles below the celebrated Falls of Niagara, and three-quarters of a mile from the Whirlpool. The east end of the bridge commands a fine view of the Falls, and of the rapids under and below the bridge. The water of these rapids, where

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the river gradually narrows, runs at the rate of twenty-five miles an hour, with breakers dashing and foaming in the current. The efforts which have been made to fathom the river at this point have been unsuccessful.

The accompanying admirable representation of the Niagara Suspension Bridge, is the only true one which has yet been published. The point of view is on the American, or right bank of the river, looking down the stream. Under the bank, above the bridge, may be seen the little steamer, "Maid of the Mist," which plies between that place and the Falls; while further down the stream, and close beside the grand structure, may be seen the building which contains the wheels of an hydraulic power used in driving a mill. This mill is built of stone, and situated upon the upper bank, to which an immense and extended line of shafts is led up the precipitous acclivity from the water-works below.

Far above the water—stretching over the fearful chasm, and apparently suspended by gossamer threads, whose graceful curves describe lines of true sublimity as well as beauty—appears the last great triumph of human genius and engineering skill. The distant observer is struck with surprise at its apparent frailness. Everything in nature, which surrounds it, is in such majestic proportion, that the bridge itself seems a mere network of threads and lines, buoyed up by its own inherent lightness, and the elasticity of the surrouuding air. And yet, when we descend to a mathematical calculation of its size and materials, its strength and capacities, we feel that even its grace and beauty is lost in its great utility.

The bridge is sustained on four towers,—two of them 88 feet and two 78 feet high. From the base of the towers to the outside enclosure of the bridge, at either end, the ground is nicely laid out and planted. Thus strength, beauty, and sublimity are united. The anchorage of the towers is formed by sinking eight shafts into the rock, 25 feet deep. The bottom of each shaft was enlarged for the reception of cast-iron anchor plates, of 6 feet square. These chambers have a prismatical section, which, when filled with solid masonry, cannot be drawn up without lifting the whole rock to a considerable extent. Saddles of cast-iron support the cables on the top of the towers. They consist of two parts—the lower one stationary, and the upper one moveable, resting upon wrought-iron rollers. The saddles have to support a pressure of 600 tons, whenever the bridge is loaded with a train of maximum weight. The compact, hard limestone, used in the masonry of the towers, will bear a pressure of 500 tons upon every foot square.

The following table exhibits the proximate, if not the absolute, capacities, dimensions, and cost of the Suspension Bridge:—

Length of span from centres of towers	882 feet.
Height of tower above rock on the American side	88 "
" " " Canadian side	78 "
" " floor of railway	60 "
Number of wire cables	4
Diameter of each cable	10¼ inches
Number of No. 9 wires in each cable	3,659
Ultimate aggregate strength of cables	12,400 tons.
Weight of superstructure	800 "
" " and maximum loads	1,250 "
Maximum weight cable and stays will support	7,300 "
Height of track above water	258 feet.
Base of towers	16 ft. sq.
Top	8 "
Length of cables	1,256½ feet.
Depth of anchor pits below surface of rock	20 feet to 30 feet.
Outside width of railroad floor	24 "
Total length of wire in miles	4,000
Cost of structure	400,000 dollars

The passage-way is divided into two parts, or floors—one above the other. The upper is used for the transit of cars, and admits of three gauges, viz., the New York Central, Great Western (Canada), and the Canandaigua and Niagara Falls—the latter being the New York and Erie gauge. The rails of two of the roads are so laid, that one of each track forms the third—and this saves the necessity of multiplying rails. The lower floor is the passage-way for pedestrians and for carriages.

Neither the cost of the bridge nor the magnitude of the undertaking is a matter of surprise or wonder. There are very many mechanical structures, even in this country, already completed, which cost immensely more money; and the tubular bridge at Montreal, now in process of erection, will exceed it in this respect more than twenty times over; but it is the boldness and the originality of the adventure, and its complete success, in the face not only of natural obstacles, but also of the discouraging prophecies of the most celebrated scientific men, which render it remarkable.

The distinguished English engineer, Stephenson, is said to have pronounced adversely to its security; and the public generally regarded it at the best as a very doubtful experiment. But that experiment has proved eminently successful; and thousands of passengers, with immense quantities of freight, pass over it daily, and in perfect security.

The beauty and grandeur of Niagara and its neighbourhood are by no means felt and enjoyed without a special visit to this great triumph of the professional skill and ingenuity of John A. Roebling, the engineer.

It is said that there are now few points in Canada or the United States where a larger custom-house business is transacted than at the Suspension Bridge. The amount of duties collected from December to the period in March when the Reciprocity Treaty went into effect, was $50,000. The imports into Canada, from December to May, were $125,000. The amount entered as in transition for Western States for the same period was $12,000,000. The amount of foreign bonded goods passing into Canada at this point, from January to May, was $2,000,000. We must also add that during the winter months 150,000 barrels of flour were sent through, in bond, to New York. It must be borne in mind that the Railway Bridge was not opened until about the opening of navigation, and as last winter was merely initiatory to the business, which will hereafter be transacted at this point, some idea may be formed of what will be done the coming winter. The business is largest of course during the winter months.

[For the New York Commercial Advertiser.]

THE FALLS OF NIAGARA.

Much has been written in relation to the Falls of Niagara, and in reference to the probable length of time they have existed. It is less than three hundred years since this stupendous waterfall became known to civilized man. It is situate in the bosom of a plain, about equi-distant between two great lakes—Erie and Ontario, in a river thirty six miles long.

One thing is certain, and that is that it could not have existed prior to the universal deluge; and from that great event to the present time, is not half as many years as some imagine these Falls have continued. I have made several visits to the Falls for the purpose of geological exploration in connection with the examination of greatly extended districts in every direction around them.

On my first examination of the Falls, in descending the cliff from the Clifton House, by the boat path, on the Canada side, I came to a point exactly opposite the American Falls. Here I worked among the rocks for a considerale time, and on turning to the left, on the the very margin of the water, I found a strata of red and green shale, underlying the entire limestone cliffs, and extending to and under the "Horse Shoe Fall." This strata also extends across the river and under Goat Island, and many miles in every direction. It is the same strata in which the salt wells of St. Catherine's were sunk, and the same as forms the cliffs of the Niagara, at and above and below Queenston and Lewiston. It is a fractured and shattered strata; contains water as dense and as salt as the Sea of Sodom; and abundance of mineral waters and elastic gases of great force. This strata is the foundation of the great limestone walls which form the great cataract of Niagara—a frail structure it is, and it is in this strata that the Niagara has the whole of its bed below the Falls; and, being soft, the water which falls over the Horse Shoe and over the American, north of Goat Island, has had no difficulty in sinking chasms of vast depth, into which the broken rock of the limestone walls, which compose the cataract, falls.

I have examined minutely the entire saline district of that portion of the continent,—the borings of the deep wells at St. Catherine's, at Clyde, Lockpit, Montezuma, Geddes, Syracuse, Salina, Liverpool, Little Soda Bay and Canastota, and the Salt Springs in the wilderness between Lake Ontario and the river Ottawa, in connection with the great chain of lakes which discharge their surplus waters through Oswego on one side, and the Trent on the other side of Lake Ontario river, with that great volcanic basin in which Lake Ontario has its bed. The northern shore of Lake Ontario, where the bituminous fossiliferous limestone strata exists, was an ancient *salses*, and since 1844 has three times been excessively convulsed, producing a tidal flow over the land for many rods, and a subsidence of the water from the shore for a great distance. One of these occurred on the 20th of September, 1845; another on the 8th of January, 1847; and the other on the 5th of July, 1850. Each was accompanied by terrific storms of thunder, lightning, and wind; and one of them—that of July 5th, 1850—was attended by a water-spout of great power, which moved over Lake Scugog, and at one time threatened to drain it of its water; but in a moment a cloud of most dismal blackness arose, and from it issued a vivid discharge of electric flame, attended at the instant by a fearful crash of a broken thunder bolt. The spout fell at the instant—it was broken; the cloud was sundered by the struggle, and instantly winged its way in different directions—one part passing to the east, and coming to the ocean by way of the Hudson river and its tributaries; and the other passed down the St. Lawrence, to Quebec, and thence to the ocean—and having thus filled its circuit in the sea of waters, was at rest.

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Water-spouts are of frequent occurrence in Lake Ontario, off Sodus Point, where the water is very deep. The great lakes seem to have a subterranean connection with the volcanoes of Hecla, in Iceland. They were also connected with the phenomena of the great earthquake at Lisbon, which occurred on the 1st of November, 1755, and were excessively agitated at the time of that disastrous convulsion, which was felt on all the yet discovered continents of our globe.

The red and green shale underlying the Falls of Niagara, contain saline waters that act upon it with great energy. A large stone-jug of this water—which is as dense as the water of the Dead Sea, and as bitter and acrid—was sent to me from the well at Lockpit. When the canal boatman brought it to the city, in warm weather, it condensed the atmospheric air so rapidly on its surface, as to make a large puddle of water on the floor where it stood. On removing it to my laboratory, where there was much heat at the time, it again condensed the atmosphere so rapidly as to wet the floor to an extent that made it necessary to remove it. I emptied this saline fluid into lead and glass vessels, in which it now is, but the empty stone jug is now half of it in dust having been decomposed by the fluid. I now use this sensitive water for the condensers of my meteoric wires, and Dr. Kane has taken a bottle of it to the North pole with a view of ascertaining what effect the cold of the arctic pole will have upon its fluidity. Here, a zero temperature produces a large chrystaline deposit, which, on a change of temperature, produced effervescence beneath the fluid. During certain electric conditions of the atmosphere, the saline properties of the water are conducted on copper wires, and left on its surface, many inches from the condenser, in a state of chrystalization. This illustrates the wonders of nature, and accounts for the finding of salt on high mountains up to the line of perpetual congelation; and also accounts for the production of marine shales on mountain heights —for the deluge does not account for that, the flood not having been salt, but fresh water descending from the clouds.

The wear of the Niagara is the question that is at issue; and some say that it would require ten thousand years for the Falls to recede from toward Ontario to their present location. When we look at the great cliffs of the Kentucky river, which has its bed very deep in the bowels of the earth, and then at the channel and bed of the Au Sable, between Keeseville and Lake Champlain, where the river has cut a bed to the depth of one hundred or more feet in the sand-stone, we may have some better idea of the bed of the Niagara.

There were fearful earthquakes in Canada about the years 1662 and 1663, which continued for nearly a whole year. Mountains were sunk. These earthquakes were centred in the northerly and easterly part of the provinces. During my last visit to the Falls, I examined there—in connection with a high ridge between Lake Ontario and the chain of small lakes west—a land which I called the "Land of Flowers." It had the appearance of a primitive garden, and presented a new set of flowers every month during the season of vegetation. On my arrival at Table Rock, a gang of labourers were engaged in cutting through it, to draw off water from the river above the Horse Shoe, for the locomotives at the Suspension Bridge; and seeing me examining these excavations and the *debris* they had thrown out, they stopped work and kindly aided me in my researches, in which they seemed to take a deep interest. Here I obtained large pieces of *selenite*, *dog-tooth spar*, and *scintillating calcium*—each and all showing that Table Rock, which forms one of the abutments of the Horse Shoe, is a frail and shattered stratum, and is subject to disruption by intense frosts and other extraordinary conditions of the atmosphere.

The salt water, which is contained in the red and green shale which underlies Table Rock, the Horse Shoe, Goat Island, and the American Fall, is too dense in its present state to deposit *selenite;* but mixed with fresh water in such quantity as to reduce it to one hundred degrees by the *salemeter*, it will deposit *selenite* so rapidly, and with such force, that, if confined underground, it would gradually lift its surface or break it.

An immense volume of gas arises from the chasm into which the Niagara plunges from the lofty precipices which form the Horse Shoe on the American Fall, and might, with proper apparatus, be ignited—and, when on fire, would greatly exceed in beauty the flames of the gas ascending from the deep ravines of the *salines* of Kanhawha, which give a column of flame of seventy feet in height. I have specimens of all these saline waters in my cabinet, with those of the Sea of Sodom; and the rock specimens of all the strata of Niagara, including those of Table Rock and the green shale foundation, with specimens of every foot of strata passed in the sinking of the salt well at Lockpit (401 feet), and Montezuma (600 feet). With these, and abundant other specimens from the same district of country, I have materials with which to form the opinion I here express, that the Falls of Niagara do not date back to any period beyond the universal deluge.

Brooklyn Heights, Sept. 3rd, 1855. E. Meriam.

Papers on Practical Education.

PHYSICAL EXERCISES IN EDUCATION.

Few persons can help noticing the physical deterioration of the present race of mankind. On viewing the cumbrous armour and heavy weapons of the knights of old, hung up in some ancestral mansion, or reading of the great exploits of our forefathers, we are forcibly struck with the contrast of the vigour of the present generation. Where can men be found now, who could don the iron case of some old Baron, and go through the manœuvres of a "military day!" Although the world has advanced in civilization and knowledge, man's bodily powers have diminished in a manner which seems to say, that physical degeneracy is one of the conditions of mental development and enlightened progress.

The principal cause of the defect in the bodily condition of the people, is to be attributed to the manner in which they are nurtured. No means are employed to train children to feats of agility and strength.

In the schools of the higher classes, the scholars enjoy the benefits and pleasures of physical exercises, but our National Schools have yet to look forward for that boon.

The strength and powers of endurance of the people some centuries back, must be attributed, in a great measure, to their early training. Their early years were devoted to athletic sports, and feats of arms, so as to be foremost in the chase, and victorious in the tournament.

The result of such training is seen, in the records of their prowess. If physical training developed such vigour in those days, why is not a similar practice adopted now, to secure such desirable results! Surely, the different callings of labour require as much agility and strength, as the art of couching the lance, and the management of the war-horse.

Every school ought to have some sort of gymnasium attached to it, where the children's muscles, &c., may be gradually developed, and their several members improved. When a child arrives at the age of four or five, it is sent to school, where it is confined, for the chief part of the day, in an atmosphere which tends to check the bodily growth. This continues for several years, during which the mental faculties are continually employed. If the body be not duly exercised along with the mind—the latter, receiving more than its natural share of nourishment, causes a loss of vigour in the former. In the commercial world supply depends upon demand, so with the different members and parts of the human body. The supply of nourishment to any particular part of man's frame, depends upon the demand there —which demand is regulated in proportion, as that part is called into action. Therefore if any member remains dormant for want of suitable exercise, its undevelopement causes it to lose its natural strength.

Children after confinement in school, throughout the day, require something to call into action every muscle of the body. Their health depends upon it. The majority, if not all of our schools, however, are only provided with a small play ground, where the amusements are confined to shooting marbles, &c. Such a provision alone will not satisfy children's natural wants, and consequently, they grow up, in numberless cases, puny and weak, to find perhaps, a premature grave. No doubt, many persons think, that working men's children have sufficient call for bodily development at home. In some measure this is true, as regards rural districts, but not towns. In the former places, the poor man's child has plenty to do from sunrise to sunset. But do the children become vigorous and well developed men? Let any one take a survey of our rural population, and then make answer. The majority of them seem as unwieldy as polar bears; some carrying their heads a foot in advance of their bodies; others with mis-shapen legs—and nearly all possessing the most awkward gait. The towns are far worse off than country districts, for the means of athletic exercises. Crowded thoroughfares, and dark alleys form their gymnasium, and the youths' wan looks shew clearly the benefits derived.

So many young men have been returned, as unfit for military service in France, on account of some physical deformity, that the attention of the Government has been drawn to it, and means have been taken to remedy the evil. In this country, the same glaring fact has hitherto remained officially unnoticed, though it is sufficiently notorious. While the cry is now for education, let its promoters, as well as the teachers themselves, remember that it is as much their duty to endeavor to develope the physical powers of children, as the mental ones; so that in mind and body they may be fitted to meet the storm of life. To do this, the proper means must be connected with every school.

Mr. Mann, speaking of the pupils of the Royal Orphan House at Potsdam, says—"As the boys are destined for the army, it is thought important to give them agility and vigour. *It is not yet discovered that activity and energy are necessary in any occupation, save that of killing our fellow men.* The boys practise gymnastic exercises, such as climbing poles, ascending ropes, flinging their bodies round and round over a bar, while they hang on only by the bend of the legs

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at the knee joints, vaulting upon the wooden horse, &c., &c., until their physical feats reach a point of perfection which I have never seen surpassed, except by professional circus riders, or rope dancers."

Dr. Bache, speaking of the same, says—"I have never seen a body of young men all so well physically developed, a result produced by constant attention to their education on this point."—*Papers for the Schoolmaster.*

EXTRACTS FROM THE MINUTES OF THE COMMITTEE OF COUNCIL ON EDUCATION—1854-5.

Complaints of Little Progress.—"What is gained on the one hand, by the improvement of the schools, is lost on the other, by the earlier age at which the children are taken away from them; and your Lordships' efforts for the education of the people are practically defeated; there being probably as many people as ever in this country, in proportion to the whole population, who are growing up unable to read and write. Every other impediment appears in process of removal but *this*. We seem to be in the way of getting schools, which, if they were duly appreciated by the poor, would, perhaps, be adequately maintained; and we are getting excellent teachers, but in *this* respect no progress is being made. The children of the poor leave school as soon as, indeed sooner than they ever did; and if in the returns from the schools receiving grants, this does not appear, it is because, from the improved character of those schools, the children of tradesmen and others well to do in the world are beginning to frequent them more than they did; and these persons, of course, keep their children at school longer than the others.

What, under these circumstances, can be done for the education of a poor child, may be judged of by any one who will consider how little has commonly been done for the education of one of his own children, before ten years of age. Let him consider what chance there would be of his own son turning to account any knowledge which he might by that time have acquired, or retaining any impressions for good which he might then have received, if he were left, for the four or five next years of his life, to spend day after day in the streets, or alone in the fields bird-keeping, or in a coalpit, with no other occupation than to open and shut a door, or in a factory, or a workshop with dissolute companions. Nothing can be expected of an education thus robbed of half its allotted period—of seed rooted up when it has hardly begun to shoot."—*Report of the Rev. H. Moseley.*

The Decreasing Age of School Children.—"The greatest of all school evils seems to be again on the increase. I speak of the almost infantine age of the children. The main and most striking facts are these;—There is an increase of above eleven per cent. in the very young children, *i. e.*, those under ten years of age. There is a decrease of nine per cent. in those of and above the age of twelve years. Little more than one tenth of all the school children under my inspection in Yorkshire are twelve years of age; and not half of them have been for one year in the same school. I fear that we are getting so accustomed to this standard of school age, as almost to regard it as the normal state, and to be passive under it, if not almost satisfied with it. Yet what is it in reality? Is it not a pretty fair assurance that all the long and imposing array of certified masters and mistresses, assistant teachers under your Lordships' Minutes, pupil-teachers of both sexes and different grades, numbering now above 6000—all the instructive books—all the excellent maps—all the ingenious apparatus—if not absolutely wasted—are indeed far too costly and too cumbrous for the service in which they are engaged, and about as proportionate to its requirements as a park of artillery for the dispersion of a flock of sparrows?—*Report by the Rev. F. Watkins.*

The New as compared with the Old Race of Teachers.—"As instructors, there can be no doubt they have great advantage over that race of teachers which is now passing away. But as trainers—as formers of the heart as well as of the mind of the working 'classes—as engravers of that character which should be stamped upon them—how do the certificated teachers stand? They for the most part, have one obvious and great disadvantage. They are very young when they enter upon their duties, and they have to deal with very young children. But the younger the children to be trained, the older, within certain limits, should the trainer be. He has more need of experience, of self-knowledge, of discernment in child-nature, and sympathy with child-life. He has before him a more delicate and continuous work, than he who acts upon the juvenile boy or girl. From some observation, I am inclined to think that many of the certificated teachers of the present day, men perhaps, more than women—several of those especially of higher attainments, are not good trainers or managers of their schools. They either trust to a sharp but unintelligible discipline, and enforce a rule where they ought to uphold a principle, or they are altogether unobservant of little things, as if they were trifles instead of steps to great things; they often spend the school time in lecturing rather than teaching, and in displaying their own treasures rathea than in increasing the little store of the children's knowledge."—*Report by the Rev. F. Watkins.*

'WHAT SPECIFIC MEANS CAN A TEACHER USE IN THE MORAL CULTURE OF HIS OR HER PUPILS?"

This is a topic involving the most important principles connected with the education of children, though they are often sadly overlooked. We usually strive first to improve their minds by familiarizing them with the various branches of science; secondly, to teach them the structure of their bodies, and give them laws for preserving life and health; but allow the imperishable in their natures to remain totally uncared for, or at best to receive but very slight cultivation. To come then, directly to the point, let us ponder upon ways and means of reaching the *hearts* of our scholars. They are diverse as the intellects of men. We have marked out the following: to keep ever before a school these four principles, *Truth*, *Obedience*, *Kindness*, and *Politeness*.

We are sufficiently familiar with little children, to know that they may be impressed with the beauty of these things. They will love that which is pure and good. It is not necessary to deliver, at stated periods, set homilies upon these subjects, but keep them at all times before the physical and mental eye. Let them be as familiar to their infantile ears as *Mother* and *Home*—the two dearest names on earth to a child. Keep them on the walls of the schoolroom. Give to them, as an exercise upon their slates, these four magic words, linked with precepts from the Great Teacher,, such as,: "Lie not." "Hate the evil and love the good." "Obey them which have the rule over you." "Be kindly affectioned one to another." "Do unto others as ye would have them do to you.!' This precious Golden Rule is a wonderful talisman. Evil passions have no existence where this holds sway.

As has been most truthfully said, the Teacher must, in the intercourse with his or her pupils, exhibit in person the loveliness of these graces; must be ever truthful, ever kind and polite. Let the children of want, who gather with the affluent to seek instruction, feel the pressure of a soft hand, and know the genial influence of kind words. It will win them to a life of virtue; while bitter scorn, or cold distrust, will banish them to infamy.

Bring before the children, in words which they can easily comprehend, narratives embodying these principles, that they may not only behold the beauty of theory, but the far richer beauty of practice. Often, as circumstances require, suffer these things to receive more marked attention. Allow me to give one illustration, at this point. Not long since I was present in a school, when one little girl struck another. The Teacher kindly called the offender to her side—told the pupils of the transaction, and inquired, "What has been violated?" All replied as with one voice, "Kindness," and then joined in repeating, "Do unto others as ye would that they should do unto you." The hazel eyes filled with tears—the golden head dropped—and we knew the *heart* was touched.

We should not fail to instruct those under our care, that there is a God in Heaven, who takes note of all they do, and that He descended once, and left a legacy to little children, and that angels there are, who watch over them, and grieve if they do wrong. We may perform all this and more, without infringing upon our other duties.

There is in my mind a figure which I will elaborate. Moral Culture is a tree. Its basis is the Bible, whose instructions are sap, vivifying the whole. Truth, Obedience, and Kindness are great branches. There are many little boughs of Benevolence, Cheerfulness, and the like. With proper care, there will be yielded leaves of consolation—blossoms of hope and joy—and the fruit of good deeds. We are gardeners. It is well for us to implant in each heart, a tree whose branches, blossoms and fruit, shall rejoice that heart here, and transplanted, flourish among others of luxuriant growth, in the gardens of Heaven.—*Ohio Journal of Education.*

HOME EDUCATION—VALUABLE HINTS.

The season will soon arrive when the long evenings will furnish a most favorable opportunity for mental improvement at home. Will not parents take special pains to instruct both their sons and daughters in this important work? We ask their attention to the following, from a true friend of youth:

BOYS OUT AFTER NIGHT.—Among the habits which I have observed as tending most surely to ruin, I know of none more prominent than that of parents permitting their sons *to be in the streets after nightfall.*

It is ruinous to their morals in all instances. They acquire, under the cover of night, an unhealthful state of mind, bad, vulgar, immoral, and profane language, obscene practices, criminal sentiments, a lawless and riotous bearing. Indeed it is in the street, after nightfall, that the boys principally acquire the education of the bad, and capacity for becoming rowdy, dissolute, criminal men. Parents should, in this particular, have a rigid and inflexible rule, that will not permit a son, under any circumstances whatever, to go in the streets after nightfall, with a view of engaging in out of door sports, or meet other boys for social chance occupation. A right rule of this kind, invariably adhered to, will soon deaden the desire for such dangerous practices.

Boys should be taught to have pleasure around the *family centre-table*, in conversation, and in quiet amusements. Boys are seen in

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the streets after nightfall, behaving in a manner entirely destructive of all good morals. Fathers and mothers, keep your children home at night, and see that you take pains to make your homes pleasant, attractive, and profitable to them; and above all, with a view to their security from future destruction, let them not become, while forming their characters for life, so accustomed to disregard the moral sense of shame, as openly to violate the *Sabbath Day* in street pastimes, during its day or evening hours.

The Importance of Reading.—It is of the greatest importance that young persons should seek the companionship of books; should rest at times from the bustling affairs of business, and hold sweet converse with those great minds which have flourished in in all ages, and transmitted their researches for the benefit of posterity.

Books are never-failing sources of knowledge. We gaze upon nature, and turn to our books as our instructors; upon the starry heavens, and see there the streaming comet, the flashing meteor, the lurid lightning, and hear the deep-toned thunder pealing out its wildest notes—and then turn to the pages of science to learn why they are thus, and what great end they serve. And if we dive beneath the surface of the earth, a new field for contemplation is presented to the view—and this too is treated of on the printed page; for the geologist has done his part, that no avenue may be closed against the young aspirant for knowledge.

To seek for instruction is the imperative duty of the young, and there can be no better way to employ the leisure moments. Not in sauntering idly about, or frequenting the halls of pleasure and folly, but in poring over the pages of the poet, historian and philosopher, and gleaning gems of thought to enrich and beautify the mind.

There can be no higher eulogy upon a young man, than that his evenings were passed at home; where, gathered around the cheerful fireside, books, conversation, and the society of loved ones, render it an altar, a paradise, and a sure defence against the snares of vice and dissipation. We predict for such an one, honor, distinction, and a life of usefulness. And what can be more lovely, or fascinating, than a highly cultivated mind in a young woman. If but half the time which is expended in gaining a few trivial accomplishments was devoted to the right search for knowledge, there would not be such a meagre number of learned and talented women. Besides, the high estimation in which those few are held, is a sufficient stimulus, one would suppose, to urge others to do likewise.

Be a reader, then, a careful reader, if you would be powerful, if you would become wise and honoured, if you would be worthy the name and station of men and women.—*Rural New Yorker.*

Obedience, Diligence and Truth.—It is said that when the mother of Washington was asked how she had formed the character of her son, she replied that she had early endeavoured to teach him three things: obedience, diligence and truth. No better advice can be given by any parent.

Teach your children to obey. Let it be the first lesson. You can hardly begin too soon. It requires constant care to keep up the habit of obedience, and especially to do do it in such a way as not to break down the strength of the child's character.

Teach your child to be diligent. The habit of being always employed is a great safeguard through life, as well as essential to the culture of almost every virtue. Nothing can be more foolish than an idea which parents have, that it is not respectable to set their children to work. Play is a good thing, innocent recreation is an employment, and a child may learn to be diligent in that as in other things; but let them learn to be useful. As to truth, it is the one essential thing. Let everything else be sacrificed rather than that. Without it, what dependence can you place in your child? And be sure to do nothing yourself to give the lie to your own precepts.

Learning is not wisdom: we may master all the lore of antiquity, be conversant with all the writings, the sayings and the actions of the mighty dead—we may fathom science, read the Heavens, understand their laws and their revolutions, dive into the mysteries of matter, and explain the phenomena of earth and air; yet if we are not able to weigh our own actions and requirements with the actions of others in the balance of even-handed, impartial justice, and repine not at the verdict; if the clear, pure light of charity and forbearance has not cleared the mist of prejudice from our understanding, if we have not yet obtained the perfect knowledge and perfect government of ourselves, and strictly and faithfully maintained the secret spring of our minds, the fountain of our opinions and motives of our action, if we have not yet learned that "love is the fulfilling of the law"—*we are not wise*—we are as yet only on the threshold of knowledge.

EDUCATE THOROUGHLY.

The following opinions of modern educationists on this subject, collected by Hon. Mr. Barney, of Ohio, in his annual report, should be pondered by every teacher and parent.

It is essential to the highest success in teaching, especially in the elementary schools, that whatever is taught should be impressed again and again upon the mind of the pupil, until it shall be thoroughly wrought into his understanding as well as his memory. For whatever is worthy of being taught at all, is worthy of being taught accurately and thoroughly; and whatever is worthy of being learned at all, is worthy of being learned perfectly and remembered permanently, otherwise it should not be found among the appointed studies of the school.

"The habit of forgetting some things when attention is turned to others, especially in the earlier stages of education, is so great an evil in itself, and so discouraging to the learner, that it is far preferable for him to know perfectly, and retain easily and securely a part, than to have so many studies, that each, in turn, passes through the mind as clouds sweep through the sky." The want of attention to this important principle, renders the knowledge acquired in school exceedingly insecure, causing many things to fade from the memory in order to make room for others. Let the pupil, therefore, at the very commencement of his education, understand that he is to be benefitted, mainly, by what he learns and remembers, and not by what he learns and immediately, forgets, and never allow him to think that he has learned a lesson perfectly till he can explain it clearly and intelligently to others, and readily recall it at any future time.

Another principle, equally important with the foregoing, is "to make sure of what has been once learned, either by constantly reviewing it, or by frequently using it in the subsequent part of the course, or both. It is also essential that every review should be conducted in some new way, so that the same principle shall reappear under ever varying forms. The novelty of its new phases will keep up a fresh interest in the mind."

It is not essential to good education and proper mental discipline, that the field of study should be very large, but it is indispensable that every inch of it should be thoroughly cultivated; for the reason that a few subjects, fundamental in their character, which are well understood and fully digested, are of far greater value than a large number hastily and superficially studied. Not only is the effect upon the mind better, but the value of the habit, as an aid to future acquisition, is vastly superior. If the first acquisition of the scholar be of a faulty character, all his subsequent acquisitions will, in all probability, be equally so.

In schools where education is estimated by the number of subjects studied, rather than by the amount of mental discipline secured, and the accuracy and security of the knowledge obtained, "the effort of the scholars seems to be, to store the memory with an immense mass of words and sentences, which are to them little better than the words of a dead language, or with a great number of facts without understanding their nature, relations or uses. The minds of such scholars are like furniture rooms, crammed with articles without utility or order. The acquisitions made are not deeply and securely fixed in the mind. The objects presented to view leave no distinct impression. They are not compared, classified and arranged into a system by the intellect of the pupil, and consequently the memory holds them by a slight tenure. Knowledge thus acquired is too superficial to deserve the name, and rather injures than improves the mind. It tends to weaken the understanding, to destroy its soundness and integrity, and to render it incapable of those decisive and sure acts which are necessary to command reliance. What is chiefly to be aimed at in training this faculty is to give it power and precision, so that it may be both effective and safe in its operations. Such a result can be produced only by patient, exact, and thorough training."

"Systematic and efficient mental training is a primary object of education, to which the acquisition of knowledge is but secondary. The latter is, in the earlier stages of study, chiefly important as a means of mental discipline, having, at the same time, a true but subordinate value."

"It is much better for a student to be able to master a few studies well, than to be hurried through a large number in that superficial manner so popular at the present time; for the object of education, in its first and earlier processes, is not so much to impart a given amount of learning, as it is to form correct habits of study, and secure the power of future acquisition. This object should never be overlooked, for it lies at the foundation of all success with the scholar and the man of business."

"The success of the student depends not so much upon the extent of his acquisitions as upon the manner in which they have been made. A few subjects properly studied afford more real mental discipline than a score hastily and superficially pursued. In the former case, the acquisitions are wrought more deeply into the mind, and converted, as it were, into its own substance."

"Though elementary knowledge be limited, if it be well chosen, and used chiefly as a means of intellectual training, it will constitute a solid and secure basis, on which the acquisitions of a whole life may safely rest."

"If every exercise in the school were such in its disciplinary charac-

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ter that it might serve as a pattern to be copied in all the remaining studies and business of life, this one feature in a system of education would be so valuable that, in comparison with it, all the superficial and ostentatious attainments made without method or discipline, would be of little account."

"Habits of order, of accuracy and thoroughness, lie at the foundation of all success in business no less than in scholarship."

"This building up of the solid framework of the mind, giving it capacity and aptitude for vigorous and systematic action, is a principal object of education. A contrary course impairs the strength of the intellect, weakens the whole foundation of character, begets disgust with intellectual effort, and produces just such a character, as it is the business of education to guard against."

"Not only should the number of studies be diminished, but the extent to which each is usually pursued in the primary schools, should be abridged. It is of but little use to proceed far in studies in that superficial manner so common in many schools. If the plan be well laid out, and the studies properly arranged, the more labor bestowed upon the elementary part of each, the better will it be for the future progress of the learner."

"Subjects which require a certain amount of preparatory knowledge, and maturity of judgment in order to be understood, fail of their object when prematurely introduced, and lose, perhaps forever, the power of creating interest in the mind. It matters not how important and useful in themselves such studies may be; they can be more advantageously pursued at a future time."

"*Thoroughness*, therefore, *thoroughness*, for the sake of the knowledge, and still more for the sake of the habit, should, at all events, be enforced; and a pupil should never be permitted to leave any subject, until he can reach his arms quite around it, and clench his hands on the opposite side."

"It is of far more consequence to give the mind a degree of power, which it shall be able to apply to any future study when needed, than it is to store it with any conceivable amount of learning."

THE BEST MEANS OF OBTAINING ORDER IN A SCHOOL.

To obtain order and discipline in a school is of the utmost importance; there can be very little, if anything, taught in the midst of disorder. The children themselves are not happy in it; the teacher is made unhappy and fretful, and totally unfit for his work, and at the close of the day he cannot look back and feel that he has faithfully performed his duty. On the contrary, in a well-disciplined and organised school it is surprising what an amount of work may be done, because it is performed in a regular manner, and every portion has its allotted time. The children get more knowledge, and learn besides the habits of regularity and order, and the teacher is cheerful and satisfied with himself.

I think perhaps the following hints may be useful to any of my fellow-labourers who find a difficulty in obtaining that which is most essential and necessary, viz. order.

In the first place give your commands in a quiet and firm tone. I have invariably found that a noisy teacher has a noisy school. Let your voice be distinctly heard throughout the room; and when once you have issued a command, see that it is strictly obeyed. It is therefore of great importance that your commands should be considered before they are spoken.

Firmness in the tone of voice is necessary, as indecision is very soon noticed by children, and will be treated accordingly. Be sure that you always perform your promises, and never let a child have reason to think his teacher has broken his word; whether you offer a reward to the obedient or a punishment to the disobedient, in either case keep strictly to what you have said.

Instant obedience should be required, no hesitation allowed; an occasionally drilling-exercise will greatly facilitate this. I do not think that time is wasted which is spent in training children to habits of regularity.

Be sure that one command is obeyed before another is given. A teacher must govern his own temper, as hastiness and irritability will make him fail in the very object he is trying to obtain. These characteristics should always be found in a teacher, viz. patience, firmness, and gentleness.

In giving a lesson, I find that a kind and pleasing tone of voice will help to fix attention, and make a difficult subject interesting and agreeable.

Order must be preserved in little things. There are few things too trivial to be attended to. Let every child know his place and his work, and keep to it. In making children orderly, a teacher studies his own comfort as well as the good of his scholars.

"Let every thing be done decently and in order."—*National Society's Monthly Paper.*

ARNOLD'S SYSTEM THE SOCRATIC MODE.

DR. ARNOLD'S whole system was founded on the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible,—enough to dispose of the difficulty, and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject, to disclose to them the exact boundaries of what they knew or did not know, and to cultivate a habit not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. "You come here," he said, "not to read, but to learn how to read;" and thus the greater part of his instructions were interwoven with the process of their own minds; there was a continual reference to their thoughts, an acknowledgment that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own. He was evidently working not for, but with the form, as if they were equally interested with himself in making out the meaning of the passage before them. His object was to set them right, not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium, through which his instruction might be communicated to the less advanced. Such a system he thought alike valuable to both classes of boys. To those who by natural quickness or greater experience of his teaching were more able to follow his instructions, it confirmed the sense of the responsible position which they held in the school, intellectually as well as morally. To a boy less ready or less accustomed to it, it gave precisely what he conceived that such a character required. "He wants this," to use his own words, "and he wants it daily,—not only to interest and excite him, but to dispel what is very apt to grow around a lonely reader not constantly questioned—a haze of indistinctness as to the consciousness of his own knowledge or ignorance; he takes a vague impression for a definite one, an imperfect notion for one which is full and complete, and in this way he is constantly deceiving himself."

Hence also, he not only laid great stress on original compositions, but endeavored so to choose the subjects of exercises as to oblige them to read and lead them to think for themselves. He dealt at once a death blow to themes (as he expressed it) on "Virtus est bona res," and gave instead historical and geographical descriptions, imaginary speeches or letters, etymological accounts of words, or criticisms of books, or put religious and moral subjects in such a form as awakened a new and real interest in them: as for example, not simply, "carpe diem," or, "procrastination is the thief of time;" but "carpere diem jubent Epicurei, jubet hoc idem Christus." "Ha! very good!" was his well-known exclamation of pleasure when he met with some original thought; "is that entirely your own, or do you remember anything in your reading that suggested it to you?" Style, knowledge, correctness or incorrectness of statement or expression, he always disregarded in comparison with indication or promise of real thought. "I call that the best theme," he said, "which shews that the boy has thought and read for himself; that the next best, which shews that he has read several books, and digested what he has read; and that the worst, which shews that he has followed but one book, and followed it without reflection."—*Stanley's Life of Arnold.*

DR. ARNOLD A CHRISTIAN MAN.

All have noticed with pleasure the growth of the feeling, which is now becoming so prevalent, with regard to the late Dr. Thomas Arnold. While he was the Head-Master at Rugby, he was one of the marked characters of England. His strong political animosities, his continued opposition to the Oxford theology, his vehement animadversions against the evils of the day, and the zeal with which he labored to effect the changes which his own judgment approved of, made him not only a marked man, but also roused a spirit of bitter hostility to him, which, as Arnold remarked, has perhaps never been paralelled in the history of schools. In the school-room his influence was ever great; yet, as his biographer tells us, it was to a large extent bounded by the walls of Rugby. Four years he laboured to establish himself in the confidence and affection of the young men there; and when at the end of that time he felt that this object was attained, began his powerful sway over the succeeding classes. It was not till his death, however, that his influence began widely to be felt; the number of his pupils had then become very large: they were to be found, not only at the Universities, but scattered, as Arnold beautifully foretold that they would be, through England and her colonies; and then when his pupil Stanley gave the seal to his life by sending forth his modest and elegant biography, in which his teacher's character speaks on every page,

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Arnold began to be recognized, not only as the great instructor of this age, but also as the thoroughly devoted Christian man.

We do not wish to fill the pages of this magazine with the details of Arnold's life; they may be found in their own place. In fact, his is not a life but a character. He accomplished no sounding exploit: he never met a hair-breadth escape; he saved no soul from drowning or shipwreck; he explored no distant land; he made no brilliant discovery to dazzle the eyes of mankind; he was born, he lived and died; he left nothing but works partially executed, and a fragrant character which has strengthened and inspired many already, and which will prove a continued blessing which shall outlive this age.

Arnold was an eminent teacher, but we are not to suppose that he had not his equal. We have no reason to suppose that in the communication of knowledge, he was not excelled in some departments. Rugby then, as now, was not mentioned first among the public schools of England; young men went thence to the Universities well prepared, but not better than those from Eton and Winchester. For success in stimulating young minds in intellectual pursuits, Dr. Arnold was deseservedly celebrated; his biographer tells us that the room where the lessons of the Sixth Form, were heard, was probably the "scene of the greatest intellectual ardor in the kingdom." But we must not be led into a false estimate of the relative position which Arnold ought to hold as a *teacher*. His glory lies in this one word: he had the distinguished honor of being the first who introduced the religious element into the great public schools. That he was the pioneer in this great work, let us never forget; and while we concede to others skill in the communication of knowledge equal to his, let us reserve for Arnold the proud honor of having christianized education.

It was Arnold's crowning excellence as a teacher that he was so thoroughly religious a man. His whole life was the consecration of himself to God, and to his duty. In these days, when there is so much one-sided cant about humanity, and devotion to its interests, it is refreshing to turn to the pages of Stanley's well-told biography, and learn what such devotion is when pure and true. If ever Christian man lived, that man was Thomas Arnold. If there has ever been manifested persistency in the cause of Christ,—resolute opposition to evil, and sympathy with good,—it was shown in his life. In many cases, it is true, he did things which were not expedient; sometimes, too, he opposed evils which were the offspring of his own fancy; but in all that he wrote, said, and did, there lives such a vigorous Christian spirit, that we cannot sufficiently admire and imitate it.

And his religion was wholly without cant. Though on almost every page of his biography there occur expressions which, falling from the pen of a common man and an ordinary christian, would sicken and disgust, yet we always feel that they are the sincere expressions of one who is not only conscious of the whole meaning of his words, but religiously feels their force. And Arnold was no fanatic; his religion was not of that spasmodic nature which now almost expires, and anon shoots up in dazzling splendor. Arnold's devotion was constant and well sustained, and whether teaching in the quiet hamlet of Laleham or uttering his last words, amid the terrible pain of angina pectoris there ever breathes a strong and unwavering spirit of devotion. If one is ever impressed with the fact, that, aside from all the hollow mockery which religion often assumes, there is a reality which may be shown in the thoughts and actions of a man, he can strengthen that impression by studying this noble character. If one feels that the flame of piety is burning low in his own heart, if the words of Arnold as they are exhibited in his letters and in his recorded observations do not kindle it into greater vigor, there are but few means which will.

We must remember that we, as teachers, generally fail, if we do fail, not in the communication of knowledge, but in the sustaining of a well-balanced mind, and a perfectly consistent character. Here we can take Arnold as a model. He was, it is true, no saint. He was a man of strong passions, easily betrayed into extreme severities of language, lacking in toleration, fiercely independent, but yet so prayerful a man, so watchful of himself, so regardful of his trusts, and so impressed with the present hand of God, and so filled with a reverential spirit, that we reject one of the great means which have been placed in our power, if we do not study his life to attain light for our own feet.—*Massachusetts Teacher.*

A SCOTTISH SCHOOL FIFTY YEARS SINCE.

(*From Hugh Miller's Autobiography.*)

I quitted the dame's school at the end of the first twelve-month, after mastering that grand acquirement of my life,—the art of holding converse with books; and was transferred straightforth to the grammar school of the parish, at which there attended at the time about a hundred and twenty boys, with a class of about thirty individuals more, much looked down upon by the others, and not deemed greatly worth the counting, seeing that it consisted of only *lassies*. And here, too, the early individual devolopement seems nicely correspondent with an early national one. In his depreciatory estimate of contemporary woman, the boy is always a true savage. The old parish school of the place had been nobly situated in a snug corner, between the parish churchyard and a thick wood; and from the interesting centre which it formed, the boys, when tired of making dragon-horses of the erect head-stones, or of leaping along the flat laid memorials, from end to end of the graveyard, "without touching grass," could repair to the taller trees, and rise in the world by climbing among them. As, however, they used to encroach, on these latter occasions, upon the laird's pleasure grounds, the school had been removed ere my time to the sea-shore; where, though there were neither tombstones nor trees, there were some balancing advantages, of a kind which, perhaps, only boys of the old school could have adequately appreciated. As the school-windows fronted the opening of the Frith, not a vessel could enter the harbor that we did not see; and, improving through our opportunities, there was perhaps no educational institution in the kingdom in which all sorts of barks and carvels, from the fishing yawl to the frigate, could be more correctly drawn on the slate, or where any defect in bulk or rigging, in some faulty delineation, was surer of being more justly and unsparingly criticised. Further, the town, which drove a great trade in salted pork at the time, had a killing-place not thirty yards from the school-door, where from eighty to a hundred pigs used sometimes to die for the general good in a single day; and it was a great matter to hear, at occasional intervals, the roar of death outside rising high over the general murmur within; or to be told by some comrade, returned from his five minutes' leave of absence, that a hero of a pig had taken three blows of the hatchet ere it fell, and that even after its subjection to the sticking process, it had got hold of Jock Keddie's hand in its mouth, and almost smashed his thumb. We learned, too, to know, from our signal opportunities of observation, not only a good deal about pig anatomy,—especially about the detached edible parts of the animal, such as the spleen and the pancreas, and at least one other very palatable viscus besides,—but became knowing also about the *tale* and the curing of herrings. All the herring-boats during the fishing season passed our windows on their homeward way to the harbor; and from their depth in the water, we became skilful enough to predicate the number of crans aboard of each with wonderful judgment and correctness. In days of good general fishings, too, when the curing yards proved too small to accomodate the quantities brought ashore, the fish used to be laid in glittering heaps opposite the school-house door; and an exciting scene, that combined the bustle of the workshop with the confusion of the crowded fair, would straightway spring up within twenty yards of the forms at which we sat, greatly to our enjoyment, and, of course, not a little to our instruction. We could see, simply by peering over book or slate, the curers going about rousing their fish with salt to counteract the effects of the dog-day sun; bevies of young women employed as gutters, and horridly incarnadined with blood and viscera, squatting around the heaps, knife in hand, and plying with busy fingers their well-paid labours, at the rate of a sixpence per hour; relays of heavily laden fish-wives bringing ever and anon fresh heaps of herrings in their creels; and outside of all, the coopers hammering as if for life and death,—now tightening hoops, and now slackening them, and anon calking with bullrush the leaky seams. It is not every grammar school in which such lessons are taught as those, in which all were initiated, and in which all became in some degree accomplished, in the grammar school of Cromarty!

The building in which we met was a low, long, straw-thatched cottage, open from gable to gable, with a mud floor below, and an unlathed roof above; and stretching along the naked rafters, which when the master chanced to be absent for a few minutes, gave noble exercise in climbing. There used frequently to lie a helm, or oar, or boat-hook, or even a foresail,—the spoil of some hapless peat-boat from the opposite side of the Frith. The Highland boatmen of Ross had carried on a trade in peats for ages with the Saxons of the town; and as every boat owed a long-derived perquisite of twenty peats to the grammar school, and as payment was at times foolishly refused, the party of boys commissioned by the master to exact it almost always succeeded, either by force or stratagem, in securing and bringing along with them, in behalf of the institution, some spar, or sail, or piece of rigging, which, until redeemed by special treaty, and the payment of the peats, was stowed up over the rafters. These peat-exhibitions, which were intensely popular in the school, gave noble exercise to the faculties. It was always a great matter to see, just as the school met, some observant boy appear, cap in hand, before the master, and intimate the fact of an arrival at the shore, by the simple words, "Peat-boat, Sir." The master would then proceed to name a party more or less numerous, according to the exigency; but it seemed to be matter of pretty correct calculation that, in the cases in which the peat claim was disputed, it required about twenty boys to bring home the twenty peats, or, lacking these, the compensatory sail or spar. There were certain ill-conditioned boatmen who almost always resisted, and who delighted to tell us—invariably, too, in very bad English, that our perquisite was properly the hangman's perquisite, made over to us because we were *like him;* not seeing—blockheads that they were!—that the very admission established in full the rectitude of our claim,

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and gave to us, amid our dire perils and faithful contendings, the strengthening consciousness of a just quarrel. In dealing with these recusants, we used ordinarily to divide our forces into two bodies, the larger portion of the party filling their pockets with stones, and ranging themselves on some point of vantage, such as the pier head; and the smaller stealing down as near the boat as possible, and mixing themselves up with the purchasers of the peats. We then, after due warning given, opened fire upon the boatmen; and, when the pebbles were hopping about them like hailstones, the boys below commonly succeeded in securing, under cover of the fire, the desired boathook or oar. And such were the ordinary circumstances and details of this piece of Spartan education; of which a townsman has told me he was strongly reminded when boarding, on one occasion, under cover of a well-sustained discharge of musketry, the vessel of an enemy that had been stranded on the shores of Berbice.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: OCTOBER, 1855.

.*. Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

THE EDUCATIONAL FEATURES OF THE LATE PROVINCIAL AGRICULTURAL EXHIBITION.

We believe it quite to be within the scope of this *Journal* to trace out the Educational features of the recent Agricultural Exhibition at Cobourg. It is an highly gratifying circumstance to notice that the Representative of Her Majesty appreciates the exertions of the people of Upper Canada in placing their system of public instruction upon a broad and ample basis. In a reply to the address of the Agricultural Association, His Excellency expressed his belief that our "School and Municipal systems may serve as models for longer settled countries;" and in his reply to a toast given at a dinner in London, he is reported to have said,—"I look forward to a great and glorious future for Upper Canada. With its love for law and order, adherence to constitutional principles, its fertility of soil, its railways and lakes bringing down the produce of the country, and with a good government, it is your own fault if you are not a great country some day. But to yourselves you must trust; and I pray earnestly that this progress may continue while I am among you. It is upon your system of education, and your municipal institutions, and public works you have to rely." The same testimony is borne more at length by the President of the Association, David Christie, Esquire, in his Annual Address before that body. He said "The youth of Canada are enjoying the blessings of a Common School System, which is the glory of our land and the honor and pillar of the state."

The warm interest which was felt in the success of our Educational system by His Excellency's distinguished predecessor Lord Elgin, will long be remembered by the Canadian people. No man valued more highly, in a national point of view, than he did, the maintenance of an effective system of public instruction. He judged rightly in placing it in the van of all the social interests of the State, which it is the duty of the Legislature and Government to sustain and promote. We are happy to observe that the same patriotic policy has been pursued, to some extent, by Sir Edmund Head, and that public men of all parties unite in maintaining our public school system, and with pride refer to its successful operation.

From Mr. Christie's address, delivered before the Agricultural Association, we select the following extracts, in which the President refers in striking and forcible language to the importance of "Agricultural Education as the great instrument in promoting our prosperity as a people. He observed:

Men generally assent to the proposition that "Knowledge is Power," yet it is a fact that Agriculturists, as a body, do not act on this principle; I mean in so far as regards the *Sciences* of Agriculture. * *

It is a very common opinion that education unfits men for labor, and that the only man who will assiduously persevere in it is the ignorant and illiterate. * * * * * * *

Nothing can be more pernicious in practice than this false estimate of the effect of education. The mass of Canadian Farmers till their own lands, and the labor is chiefly performed by their own families. Should they train their families on the principle that labor and education are incompatible, how fearful would soon be the result as respects our social and industrial position? Fortunately, the youth of Canada are enjoying the blessing of a Common School system, which is the glory of our land, and the honor and pillar of the State. They cannot therefore, be illiterate. But they do not receive that kind of education which will fit them for the proper exercise of the profession of Agriculture. Here lies the whole cause of the difficulty.

* * * * * * * * * * *

Where, then, is the remedy? The work must begin with yourselves. You have, by your apathy, sanctioned the degradation of your profession. You have permitted other men to form a low estimate of it, and to usurp that position which, in common with them, you should occupy. What secular pursuit is superior to yours, either in point of honour or usefulness? yet by many it is not so deemed. I have heard men, from whose education better things might have been expected, talk contemptuously of the men who wear homespun. Make the frieze coats respected. Don't think and say that labour and education are incompatible. Teach your young men that they ought to be associated. Give your sons not merely good common school instruction, but a liberal and *thoroughly scientific agricultural education.*

* * * * * * * * * * *

If the next generation of farmers could be well educated in their profession, it is almost impossible to estimate the vast change which would take place in the world's progress. What is urged is,—education, in the true and proper sense of the term, namely, the thorough training of the mind, with a special reference to the practice of agriculture. It includes the theory and practice of the profession,—neither separately, but both combined. Theory alone cannot make a man a good farmer. * * * * * * *

Science must assist him, by telling him what sustenance each kind of crop requires—whether it be organic or inorganic; and, from a careful analysis of the soil, whether such substances be among its component parts, and in the necessary proportions. No amount of merely practical skill can, in all cases, indicate this; science alone can determine it. How often is the merely practical man bitterly disappointed, when, after preparing a field in his usual way, he finds that the crop falls far short of his expectations? Such failures cannot be accounted for by any incidental and obvious causes; there is the want of *something* to complete the amount and kind of food necessary for the crop—but he cannot tell what that want of *something* is. Here science must aid him, or he will be left to grope in the darkness and mist of uncertainty. We may learn much from the book of experience; but its teachings are vague and uncertain, unless we are somewhat acquainted with the laws which regulate the universe. A physician, practising his profession in ignorance of general principles, and trusting to his experience, might avoid doing much mischief in ordinary cases; but in those of complexity and peril, he would be utterly helpless. The like case is that of the farmer who has no scientific knowledge. He may indeed wish to read correctly the laws of the practical world, but this he cannot do accurately without science. This is the difference between the empirical and the scientific physiologist. The empiric is contented with observing and recording the resulting fact; while the scientific physiologist must ascertain the manner in which physiological laws operate. The attention of the one is directed to results in the improvement of his art; and that of the other to the enlargement of his stock of knowledge. There is a strong tendency in those two methods to combine and unite in one grand result. That they do so combine is unquestionably true. All science is true; and the results of the operation of the great principles which it teaches must be exactly in accordance with it Now, the object of the science of agriculture is to construct a scheme of knowledge which shall not only explain results, but be a guide to the evolution of correct systematic practice. This identity of result is not merely important as respects the discoverers and im-

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provers, but to man as man—elevating him morally and intellectually, and providing largely for his temporal wants. * * * *

Having thus stated that a liberal and scientific education ought to be the portion of every farmer who wishes to excel in his profession, the remaining point to be glanced at, is the instrumentality by which it is to be obtained. And I wish now more particularly to direct your attention to the means for educating the rising generation. A considerable part of the training of every young farmer in early life, indeed the greater part of it must be got at home. Every farmer can teach his son a great deal of the practice, and some, a part of the science of the profession of Agriculture. But however well qualified many are to give instructions and to avail themselves of their leisure hours to impart it, yet, unaided by public instruction, the mind cannot be fully developed in the science. However good private tuition is, yet it is an acknowledged fact, that apart from public instruction, it fails to produce a well developed mind and character. *The experience of men in all ages has been that the work of giving instruction can only be well done by those whose special business it is.* It is the only rational and effective plan, and we have an Institution of this kind. In University College, there is an Agricultural Professorship, and connected with it an Experimental Farm. As you are aware our worthy Secretary Mr. Buckland is Professor of Agriculture. He combines those qualities which are necessary for his position; he has not only scientific attainments of a high order, but he has been long a practical farmer. He teaches the History, Science and Practice of Agriculture. The Professors of Chemisty, Natural History, (including Botany and Entomology.) Geology and Mineralogy give special Lectures on those branches of Scientific Agriculture which belong to their respective departments. As an incentive to Students, the Senate of the University have erected *Five* Scholarships in Agriculture, of the value of £30 per annum each. Professor Buckland, in order as much as possible to suit the convenience of young farmers who cannot spare their whole time, has very considerately fixed the commencement of his course in November. It ends in March. Young men can thus be absent from home for instruction during that portion of the year when they can best spare the time. It is to be regretted that, comparatively few have availed themselves of the advantages thus offered. While the Agricultural Schools of Cirencester, Edinburgh and Templemoyle in Great Britain, of Grignon and Roville in France, of Hohenheim and Moeglin in Germany, of Hottbeck in Flanders, and Hofwyl in Switzerland have their crowds of eager students, our Canadian School of Agriculture is almost tenantless This ought not so to be. Unless we rouse to action, we shall fall far behind in the race of Agricultural improvement. In a country where Agricultural societies are so much appreciated and so liberally supported, why is it that we pay so little attention to the acquisition of that kind of knowledge which is their mainspring, and which more than anything else will contribute to the improvement and wealth of Canada. Let us do our duty in this matter; the interests of the country demand it.

It is a gratifying and important fact to be able to state, in connection with this address, that, since December, 1853, the Department of Public Instruction has put into circulation (in connection with the public school libraries) no less than 6,000 volumes of works relating to the science and practice of agriculture, and that these books are much sought for and read. During the Governor-General's visit to the agricultural exhibition at Cobourg, the following address was presented to him by the authorities of Victoria College:—

To His Excellency Sir Edmund Walker Head, Bart., Governor General of British North America, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY:

We, the President and Faculty of the University of Victoria College, desire to present to your Excellency, on this your first visit to the town of Cobourg our most hearty welcome. We welcome your Excellency not only as the constitutional Representative of our beloved Sovereign whose name this University bears, and to whose Crown and person we feel it an honour and a duty to express our allegiance and regard, but also, as the Officers of a public seminary of learning, we welcome your Excellency as a distinguished son of one of the most distinguished Universities in the world.

The institution with which we have the honor to be connected was established by the Conference of the Wesleyan Methodist Church, at a period when a general feeling in favour of education did not prevail in Upper Canada. Very formidable obstacles have stood in the way of its prosperity, but chiefly such as result from the want of those liberal pecuniary resources so necessary for the healthy working of a public Institution of learning. But notwithstanding this a very large number of the youth of this Province have obtained here those educational acquirements which have qualified many of them for occupying prominent positions in the ranks of the liberal and other professions in this country.

We beg to state to your Excellency that the education which is imparted here is not sectarian. This the charter of our University expressly forbids, while it fully concurs with the views of those by whom it was established, in enjoining that it shall be christian.

The institution comprises a Grammar School as well as an University. The course of instruction in both is liberal, and the increasing number of youth, amounting now to two hundred annually, who resort here from all parts of the Province for mental culture, affords gratifying evidence that our efforts are generally appreciated.

An highly efficient Medical Department which is conducted in Toronto, was added to the University the last year. And while we are thus extending its operations and adapting its provisions to the wants of our rising country, we assure your Excellency that it is our steady aim to combine with the lessons of literature and science, those higher instructions which lead to the fear of God, and to all due allegiance to the beloved and rightful Sovereign of a people who shew, that they practically comprehend human rights and are determined, at whatever sacrifice, to uphold and extend human freedom.

Such being the character of the public Institution over which we are placed, we desire to express to your Excellency our confident hope, that in the administration of the affairs of this important Province all the friends of liberal education will find in your Excellency, a generous supporter of every institution whose object is to build up a free, an enlightened, and a Christian people.

We wish your Excellency and family, the choicest blessings of a gracious Providence, and pray that your Excellency may be so guided in the government of this portion of Her Majesty's Empire, that future generations may have cause to pronounce a blessing upon your Excellency's name.

REPLY:

Mr. President and Gentlemen of the University of Victoria College.

In a new country there is often great difficulty in organizing and maintaining those institutions whish are destined to afford a complete training in the higher branches of education, whether literary or scientific.

I receive, therefore, with peculiar satisfaction, an address from one of the institutions employed in this important work.

The description which you have given me of your own system, the zeal and the principles of the Wesleyan body, as well as the reputation which you have already earned at Victoria College, assure me that you are efficiently contributing towards the future happiness and prosperity of Canada.

I pray that Providence may bless your effort to inculcate sound religion and useful learning: and I thank you heartily for the reception now offorded me.

MENTAL IMPROVEMENT FOR FARMERS.

From the Working Farmer.

But few persons ever reflect on the means by which they may improve their general ability for increased thought, while all agree that the human mind is susceptible of such improvement and by no class of citizens is this subject more neglected than by farmers.

The farmer, beyond all others, should have clear powers of observation, so as readily to observe and apply nature's laws. His vocation is the root of all prosperity, and until the farmers of a nation are progressed to the highest power of observation, the country cannot rise to the highest rank.

Let us examine this subject as appled to an individual case, and the means may possibly be ascertained of arriving at the desideratum.

The usual argument in favor of a thorough and conventional education, although admitted, is not practicable. Farmers cannot be mere scholars; the vigor consequent upon their mode of life is not of a kind to render them capable of becoming mathematicians, nor of availing of that part of the usual progress having a mathematical basis; but still we argue that no class of men are so capable, when properly directed, of availing of processes by which the more useful class of facts may be attained.

Lord Brougham has justly remarked, "That mathematical truths "may be arrived at by thought alone; and he says "any man *may*," he does not say *will*, "by the process of thought alone, arrive at the "solution of any problem in mathematics," by the same process of thought as that by which he knows that two and two make four. But, says the learned gentleman, "no man can know by thought alone "that a stone let fall from his hand would descend to the grond." He knows this fact from *observation*, and not from *thought*; for if he had not seen the law of gravitation exercised in some way before, he could not by any thought of his own tell if the stone would fall, rise, or float at the level of his hand. He knows this fact by example, and not by thought. The means of such knowledge is not inherent in man.

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Gravity is a law of God, and as such is only to be learned by observing its development in nature. We have cited this example only as a basis, and will now proceed to give a few other incidents, and then to shew the application to our present argument.

All will admit that some men profit by observation more than others, while but few know the means by which this power of observation may be increased. As examples of this absence of observation, how few farmers know that cows and sheep have no upper teeth; how few are aware that cold water will dissolve more salt or lime than hot water. Does one in one hundred know that a gallon of water will dissolve more plaster of Paris than it will of slaked lime, that has been long enough exposed to the atmosphere to become carbonate of lime? How many know that water is at its mean of size when at 40° of heat, that if cooled below that temperature it swells, until it becomes ice at 32°, and if heated above 40° it also swells, until it eventually becomes steam, thus occupying more than 1,700 times its original space? Still, all these are facts, and to minds generally observant, they are well known to be true.

The science of farming embraces all Nature's laws, and the habit of observation will soon render the farmer ready to recognize these laws in all their useful applications. Let him know enough of chemistry, which he may do by one week's reading, to comprehend the various changes that the integrants of the soil undergo to enable them to enter the plant, and he will soon observe the fact that these chemical changes must include the ability of being dissolved in water before the plant can receive them. He will also soon find that water, in its pure state, will not dissolve the necessary quantity of all these materials, unless it contains carbonic acid, and this will necessarily lead to his understanding whence this gas is obtained, and why it pervades the atmosphere. When he observes that water from a spring, applied to plants in time of drought will not produce the same amount of improvement as is received from a similar amount of water falling through the atmosphere in the form of rain, he will soon understand that the rain-water comes charged with some ingredient from the atmosphere which the spring-water does not contain, and the slightest examination informs him that this is ammonia, and that it is received in the atmosphere from the decay of former crops, animal exudations, &c. The slightest exercise of the mind in the observance and application of the commonest truths of Nature's laws will capacitate it for another step in progression; for the brain, like the arm of the black-smith or the leg of the dancing-master, must increase in energy at least, if not in size, by healthful use, and this use is a free observance of God's laws as displayed in the progression of nature.

All have observed that the inhabitants of the country have this power of observation to a greater extent than those whose tastes lead them to become inhabitants of large cities, and to engage in mercantile pursuits. Indeed, this fact has given rise to many anecdotes, such as the boy, who, when asked which was the direction of up stream, ascertained the fact, and answered the question by throwing a stone at a frog, then remarking a frog always jumps up stream when disturbed.

The Captain who visited Sir Joseph Banks is another example of this power of observation. Sir Joseph said: "You appear, Sir, an observant man; do you know if the crocodile really cries to entice travellers, as has been stated?" "No," said the Captain; "he cannot cry; he has no tongue." "No tongue!" said Sir Joseph. "No, Sir; he has no more tongue than an elephant." "Has an elephant no tongue?" "No, he has no use for a tongue; he has a trunk.' "Pray, Sir," said Sir Joseph, "how did you arrive at these facts?" "Well," said he, "I saw a stuffed crocodile in a doctor's shop, and I saw an elephant in a menagerie. Still thousands of others might have seen the same crocodile and elephant without ascertaining the same facts." These anecdotes may not seem pertinent to our argument, but they are so. Let any farmer devote the evenings of a single winter to the reading of Geology, Entomology, Chemistry, Natural Philosophy, and Natural History, and apply his acquired knowledge as an amusement, while pursuing his vocation during the following summer, and he will find himself able to observe and comprehend thousands of incidents connected with natural law, which would before have passed by unobserved. He will then see and understand that the soil is but a debris of the rocks, that in its original formation this occurred from the combined influence of sun and air, and changes of temperature by freezing and thawing, in rendering these rocks a soil. He will see how the convulsions of nature have mixed the soils of different localities; he will see, also, that the earliest vegetable growths were necessarily grosser sorts than those now produced; and that they, by receiving carbon from the atmosphere, for the carbon originally must have existed there in immense quantities, in the form of carbonic acid, by their decay deposited it in the soil, thus improving its quality and rendering it fit for the development of a more advanced class of vegetation. He will also see where and from what causes animal life progressed, and can trace its progress. He will clearly understand that such vegetable matters as were consumed by animals merely change the arrangement of their particles by such process, and that no one particle was put out of existence, but that by the decay of this animal and the change of the arrangement of the ultimate particles, both of themselves and their food, that they re-enter nature's great storehouse, the atmosphere and the soil, in a progressed condition; that thus both plants and animals have progressed to their present state.

He will next be able to observe why deeply disintegrated soils can never suffer from drought, because he will know that when water is absent from the soil it is present in the atmosphere, and will be deposited on the surfaces of colder particles, at greater depths than can be reached by atmosphere when attempting to percolate shallow plowed land. He can trace the action of this moisture and its office in the soil; he can know what amendments are required to replace those which he may find to be deficient; and, indeed, he can render himself doubly happy and a better servant of his Creator, and his vocation ameliorating to his fellow-men. All this must occur if he knows so much of nature's laws as will give his mind the first ability for closer observance, and his progression as an individual will be the natural consequence of its exercise. All this does not call for the tedious exertions of thought as practised by the mathematician and the merchant, but merely for the culture of the power of observation to see truths as they exist, and apply them rightly; and, this, and nothing else, he will find to constitute the science of agriculture.

THE BENEFITS OF EVENING SCHOOLS.

A committee of the Board of Common School Trustees in the City of Toronto, have been appointed to consider the propriety of establishing Evening Schools, has thus reported:

The Committee, after a careful consideration of the educational wants of the citizens, and an examination of the benefits of such institutions in those cities in which, for some time, they have been in operation, believe that no system of general education can be complete without the establishment of evening schools, and strongly recommend the opening at an early day of such classes, both for males and females, as the wants of the city demand, and the means at the disposal of the Board will permit.

Your Committee consider that such schools will prove highly beneficial to three classes of the community. 1. In the first place there are those more advanced in years whose early education has been partially, if not entirely neglected, but who, aware of the advantages to their business, as well as the respectability, which arise from even a small amount of education, are now desirous of availing themselves of the only means within their reach of acquiring those benefits. 2. A second class is composed of youths of various ages, who, either from unwillingness to go, or from the inability of necessitous parents to spare them, do not attend the day school. This is a numerous class in other cities, and one whose presence has been attended with much trouble to the teachers and but little benefit to themselves; still, it is a class that cannot be wholly overlooked in the consideration of this important question. 3. A third and perhaps the largest class, and one which is likely to constitute the chief portion of our schools, is that composed of those who have already attained a certain amount of information, and who are desirous of adding to it at those hours when free from their ordinary avocations and employments. Evening schools meet the wants of this large and interesting portion of the community, and therefore, both on economical and moral grounds, we are bound, so far as we are able, to satisfy these wants. The Committee, deeply sensible that the substantial benefits conferred upon society by such schools cannot be estimated in pounds and pence, and fully aware that they are regarded favorably by all classes of our citizens, cannot, however, under present circumstances, recommend the Board to do more than make a commencement by way of experiment, during the present season. The building of new school-houses and the perfecting of our admirable system of Common School Education, have necessarily entailed heavy expenses upon the city. Add to this that the item of evening schools was overlooked in the Board's estimate of the current expenditure of the year, and the Committee think the desirableness of restriction will be apparent.

The Committee, therefore, would recommend the immediate establishment of but one central male evening school—that one of the rooms in the Victoria Street school should be appropriated to that purpose, that one teacher, at a salary of £50, be engaged to conduct the classes—that these be open for five evenings each week from 7 to 9½ o'clock, beginning on the 15th October, and ending on the 15th April following.

The Committee had some difficulty in determining as to the propriety of employing to conduct the evening classes, those teachers already engaged in some of the public day schools. While in some places, this double duty has been thought too burdensome to the teachers, in other cases, it has been found that they were able to discharge both offices satisfactorily to themselves and to their employers. In the present position of our city schools, the Committee deem it, on the whole, the safest plan to employ a separate teacher for the evening duty.

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The Committee on Evening Schools beg further to state that, all necessary arrangements having been made, the evening classes were opened on the 15th instant. They are happy in being able to say that the numbers who presented themselves for enrolment as scholars far exceeded their expectation, there being ninety-seven present on Monday, and one hundred and forty on Tuesday evening.

REMINISCENCES OF THE PARIS INDUSTRIAL EXHIBITION.

Steam Engines.—Many persons suppose that the French people know but little about steam engines, and that their number is very limited in France. This is a mistaken idea; for steam engines of remarkable beauty, and in great numbers, are made and used in that country. While in Paris, those exposed in the grand Exhibition impressed us favourably, both with regard to the simplicity of their character and the highly cultivated taste displayed in their style of execution. The favourite and most common steam engine used in France is the double horizontal kind—that is, two cylinders yoked at right angles to one shaft. They are mostly low-pressure and condensing. The pumps and condenser are placed below, and are worked by eccentrics from the main shaft, and thus they are very compact. The engines of the river boats are of this construction, and a number of these were on exhibition; but not a single large marine one. Some small ones, however, were on exhibition; and one of 80 horse-power, as a working model, by Tod & McGreggor, of Glasgow, Scotland, of the steeple class, was well made, but we did not like it; we prefer greater simplicity—such as is now attained in the marine engines built in New York. M. Gache, of Nantes, exhibited a double-horizontal river boat engine; and so did M. Creusot, the largest maker of this class of engines in the country. One from Holland, by M. Cail, was justly admired for its workmanship, and gave evidence of the mechanical skill of the genuine Dutch. An engine from Birmingham, England, gained more notice for its elaborate finishing than most of those exhibited, but it did not show such harmony of proportion and skilful arrangement of parts as those made in France. All the large engines for factories in France have double cylinders, and are said to insure perfect steadiness and regularity in working the machinery. Some very large ones of this class were exhibited; but the most unique, for the purpose of insuring a smooth motion, was a small engine having three cylinders, with their piston rods so yoked as to overcome all the difficulty of *dead points*. Three-cylinder engines are not new, nor are they commendable, as two cylinders can accomplish the same objects with sufficient accuracy, and are certainly much cheaper. We did not attempt to count all the engines exhibited—their number was too imposing for this task. The French locomotives, in contrast with the English ones—and there were quite a number of both—exhibited superiority both in construction and finish. This surprised us not a little, as we did not expect to find such engineering excellence in France, especially when compared with the parent country of the locomotive; but when we remembered that M. Seguin, of the St. Etienne Railway, first greatly increased the heating surface by his tubular locomotive boilers, patented in 1828, and that M. Pelletan early applied the steam jet to increase the draft of the fire, we could not but admit that too little credit has been given to France for what she has done to improve the steam engine. The French locomotives did not appear to be any better than the English ones; but while they exhibited as much power, they displayed a greater artistic finish and beauty of design. Both English and American engineers might learn a lesson from those of France, with respect to combining beauty with usefulness in designing machinery. France, like all other countries, has her enthusiasts, and perhaps in greater numbers. We thought so while looking at an engine by M. Paschal, propelled with steam, smoke, and hot air, and which has made nearly as much noise in Paris as the *Ericson* did in New York. Air is forced in small jets through an annular furnace, surrounded with water on the outside, where the steam is formed, and from which it is taken to mingle with the heated air and products of combustion of the furnace, thence into the cylinder to operate the piston. The working cylinder itself is also heated by a grate, but all the other parts of the engine are the same as those in common use. Its results, so far, have not come up to the anticipations of its admirers and advocates, and never will. It however shews that the French engineers are not of the stand-still order. Without such experiments no improvements could ever be made.

Iron and Steel.—The display of iron and steel manufactures greatly interested us, more especially the productions of Prussia. As at the World's Fair in London, in 1851, so at the Great Exhibition in Paris, 1855, M. Krupp, of Berlin, Prussia, made by far the finest display—surpassing both the French and English steel and iron makers. The Exhibition in London must have done good, for those who witnessed it have confessed that M. Krupp has improved upon his samples of fine steel there exhibited; and it will not be forgotten how these were admired and spoken of. His iron books, with leaves thin as paper, were described as the most wonderful achievement in the science of iron making. We must confess that it was impossible to ascertain whether France, Germany, or England occupied the first place for iron products. So far, however, as it relates to commercial utility—cheapness of product—England surpasses all the others; but the products of each, taking a general view of them, were nearly alike—massive and beautiful. There were huge iron rails, 60 feet long, and iron girders of equal length. There were iron plates for the new French gun-boats, 80 feet long, 6 feet wide, and 4 inches thick, made by M. Cave & Co., and intended to knock down with impunity the granite walls of fort and citadel. There were also displayed sheets of iron 30 feet long, and as many wide; and M. Petin & Co. displayed steel tires, for locomotive wheels, 15 feet in diameter. The wheel adopted on all the French lines of railroad is composed of a corrugated steel disk bound to a steel tire, and a solid hub pierced for the axle. These are stated to be cheaper and stronger than any other kind—the cheapness having reference to durability. One large wheel, 18 feet in diameter, forged wholly of iron—nave, felly, and spokes—exhibited by a M. Gouin, attracted much attention for its huge proportions, and the massive machinery required to forge it. We were not prepared to see such masses of iron forged into wheels, beams, and plates: but the Titan power of steam is equal to the task. Those on exhibition were worth a voyage across the Atlantic to behold.

BOOKS AND PRINTING AT THE FRENCH EXHIBITION.

We extract from *L'Illustration* the following interesting article occasioned by the exhibition of the art of printing at the Great Exposition at Paris:—

In examining the literary works and the specimens of the different graphic arts which are to be seen in the Exposition, it is easy to conceive that the developement of printing has been in each country proportionate to the development of its literature and the influence it exercises upon other countries. For what reason are the books of Italy, Spain, Portugal and other secondary states, scarcely represented at all in the Palace of Industry? It is because the modern literature of those countries, although not wanting in local importance, yet does not possess a European character, and their typographical productions cannot enter into competition with those of the great nations of Central Europe; because, also, the demand for the books of those countries is much less considerable than that which appertains to a literature sought for by all nations.

We regret not the less deeply that there should be almost an entire absence in this Exposition, of books from many of the secondary states of Europe. The literary decline of Italy and Spain is a result of their political fall. Literature, printing, and bookselling is not what it would have been if the national life had followed a progressive march. Notwithstanding this, we should be surprised were we aware of the literary strength of these countries, and could see the most important publications which have been issued within a few years. France, Germany and England whose literature is the most important of the nineteenth century, have each in this Exposition most interesting collections of books, engravings, and illustrated works. We shall occupy ourselves more especially with the specimens from the imperial printing offices of Paris and Vienna, also with the exhibitions of Messrs. Didot, Pion, Claye, etc., who represent the graphic arts, so called, in their rich collection of works from the first publishers in those three countries.

After France, it is Germany which exhibits the largest number of typographical specimens. There are nevertheless, few publishers who have decided to take part in the trial. The English also, merit the same reproach; but with them typography, although not wanting in great importance, is not, nevertheless, the stamp of national industry as exemplified in Saxony. We learn that in Leipsic alone there are not less than one hundred and forty-five book publishers, who are only represented here by four or five houses, which give a very feeble idea of the importance of the largest market for books that exists in the world. It is our intention to devote ourselves more to the value of the works exhibited as objects of industry and art, than as to their moral and scientific value. Before examining from this point of view it would, perhaps, not be without interest to give the reader some details as to the actual state of typography and bookselling in France, England and Germany.

It is difficult to state in which of the three countries printing has made the most progress. The beauty of the type used in Germany is fully equal to that of France and England, and in this connection Germany has made remarkable progress. They have given up also, the bad habit of printing on thin paper. which made the perusal of of German publications so fatiguing. Now, the most common works are produced with an elegance which permits of their comparison with French and English editions. France, celebrated not alone in its editions *de Luxe*, but also for its large market for more common publications, has not neglected neatness and beauty in its printing, which advantages become the property of the public, owing to the low price

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at which they are furnished, in comparison with German and English books. The French language being spread to so much more extent, French publishers are enabled to issue a larger number of copies. The German editions being so much smaller, are in consequence, more extensive.

This fact, of which Germans as well as foreigners complain, is also owing to another cause. In France all important works are published in or near Paris. England has also but two capitals for the supply of books, London and Edinburgh. The French publisher has for his publications a more certain demand than the German. He does not send out as the latter does books on sale, and he does not give to agents so large a discount. The credit for books in France is but three or six months, whereas in Germany it is often a year. The Germans also print too large editions, as it often happens with the works of those authors whose fame is not yet established, and in consequence remain on the shelves of the publisher, proving a bad speculation.

The book business in England is organized upon a plan very similar to that in use in France. The system in Germany often proves ruinous to the publisher; copies of new publications are sent to the various country dealers, who often return all of them at the end of the year. This system, which distinguishes Germany from most other countries, belongs essentially to its social constitution. The existence of so many capitals and large towns, each serving as a centre for science and art, renders it almost impossible to centralize the book publishers at any one point. Each small village has its book agent, who, without much stock on hand, will procure for you any work at a few days' notice.

Publishers send their literary novelties to all the country agents, who, in their turn, distribute them through all the corners of Germany. From the facility with which one can thus learn about books, without purchasing, results the fact that many publications are well read without paying much to the publisher. In no other country in the world does there appear as many new publications as in Germany. We find in Brockaus' Conversations Lexicon, the number of books published annually since 1564—during which year a catalogue of books was commenced at the Leipsic Fair, which has been continued uninterruptedly to the present day. In the year 1564, the number of new publications was two hundred and fifty-six.

In 1589	862
In 1601	1,137
In 1701	1,025
In 1765	1,517
In 1789	2,115
In 1814	2,529
In 1825	4,836
In 1830	5,920
In 1846	12,426
In 1847	10,934
In 1848	18,168
In 1849	8,497
In 1850	8,737

Showing that in 1846, a larger number of works was published than in any year before or since.

France stands next to Germany in the number of its publications. In 1817, there were published but two thousand one hundred and twenty-six new works: but in 1826, there were four thousand three hundred and forty-seven. In 1833, six thousand and sixty-eight; in 1850, seven thousand two hundred and eight, of which four thousand seven hundred and twelve were issued from Paris.

The literary movement in England has followed an analogous progression. In 1828, there were published in London eight hundred and forty-two; in 1835, twelve hundred and forty-three; in 1850, forty-four hundred new works. It will be seen that this result is inferior to that of Germany or even France. At the end of the year 1850, there were no less than two thousand booksellers in Germany; among this number, four hundred publishers and twelve hundred agents. The largest number of bookstores are to be found in Berlin, where there are, at present, one hundred and seventy-nine. As stated before, Leipsic has only one hundred and forty-four. Vienna, with a much larger population than Berlin, has but fifty two book-stores—but the small city of Suttgart has fifty, and Frankfort thirty-six. To give some idea of the change which has taken place in the book business in Germany, we would state that in 1740, Berlin possessed but eight book-stores, and Leipsic thirty-one.

At the annual fair that takes place at the latter city, three hundred and forty publishers have been present. At that time, all large sales of new publications took place at Leipsic, owing to the difficulties of communication. At present the fair is used more as a rendezvous for those wishing to settle their yearly accounts, than for purchasing. An association of book publishers was formed in Leipsic in 1836 for the better organizing the correspondence of publishers and dealers, and also for transmitting books from one town to another. By means of this organization, the price of books never varies, even in the most distant cities. The facility for procuring books, which exists in Germany, exercises a great influence over the instruction of the people. When we also know that thirty-two of the German cities possess large public libraries, and that it is rare to find a small village without its reading-room, we shall not wonder at the increase of literature in that country.

Miscellaneous.

ONE BY ONE.

From "Household Words."

One by one the sands are flowing,
One by one the mountains fall;
Some are coming, some are going,
Do not strive to grasp them all.

One by one thy duties wait thee,
Let thy whole strength go to each,
Let no future dreams elate thee,
Learn thou first that these can teach.

One by one (bright gifts from Heaven)
Joys are sent thee here below;
Take them readily when given,
Ready too to let them go.

One by one thy griefs shall meet thee,
Do not fear an armed band;
One will fade as others greet thee,
Shadows passing through the land.

Do not seek at life's long sorrow;
See how small each moment's pain;
God will help thee for to morrow,
Every day begin again.

Every hour that fleets so slowly
Has its task to do or bear;
Luminous the crown, and holy,
If thou set each gem with care,

Do not linger with regretting,
Or for passing hours despond;
Nor the daily toil forgetting,
Look too eagerly beyond.

Hours are golden links, God's token,
Reaching Heaven; but one by one
Take them, lest the chain be broken
Ere the pilgrimage be done.

ENGLAND AND HER COLONIES.

The commerce of Great Britain with her Colonies, already exceeds that with all foreign countries. Mr. Disraeli stated on one occasion in Parliament, that in fifteen years Great Britain had exported to the Colonies, in the article of calico, (313,000,000) THREE HUNDRED AND THIRTEEN MILLIONS YARDS MORE THAN TO ALL OTHER PARTS OF THE WORLD. This Colonial Empire supplies the mother country, annually according to official returns 4,000,000 lbs. Cocoa; 1,000,000 lbs. Cinnamon; 6,000,000 lbs. pepper; 2,000,000 gallons Vegetable Oils; 8,000,000 lbs. Indigo; 40,000,000 lbs. of Wool; 1,000,000 yds. of Silk; 24,000,000 lbs. of Rice; 100,000,000 lbs. Cotton Wool; 35,000,000 lbs. of Coffee; 168,000,000 brls. of sugar; with other articles to an infinite amount; with timber in almost an incalculabe quantity and with minerals and even the precious metals, by hundreds of tons.—Newfoundland alone, small and barren as she is, has contributed already to the wealth of the mother country in the vast sum of £200,000,000 sterling! Nay, were the commerce of Britain with all foreign countries suspended, her own Colonial Empire would occupy her shipping, receive her surplus population, consume her exports, and send her back in return all the luxuries and necessaries which her millions of home subjects require. The portion of this vast empire with which we are the most intimately connected is, the British possessions in America, larger in extent than all Europe, and unsurpassed in natural ressources. The export and import trade with these Colonies amount to upwards of $50,000,000 annually. The tonnage of the shipping employed in this trade, is nearly 2,500,000, yearly. The export trade of Canada alone reached in 1851 the enormous amount of $18,000,000, and has since gone on gradually increasing. In that year the value of our Canadian Forests was upwards of $14,984,000; of Agriculture, $4,000,000; of the Seas, $204,900; and of the Mines, $79,000. The revenue of her Canals, $210,000, and her whole revenue upwards of $80,000,000, being an to that vast Colonial Empire, which constitutes at once the glory,

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excess over the expenditure of $700,000. We have thus briefly referred greatness, and life of Great Britain. Its importance to the parent country has been noted; and whoever seeks its dismemberment, is not only an enemy to the Colonies themselves, but also an enemy to the mother country. While they stand, she stands firm and impregnable. Her interests are identical with the interests of the Colonies,—her children. "*Render these useless,*" said the sagacious Talleyrand, "*or deprive her of them and you break down her last wall—you fill up her last mote!*"—*Kingston Whig.*

THE COLONIES AND THE PATRIOTIC FUND.

In a parliamentary paper yesterday was published a statement of all the remittances received up to the present time from the colonies on account of the Patriotic Fund. The total sum, including grants from colonial Governments, is £143,358. This is exclusive of £10,000 from Canada and £500 from the Mauritius for the French army. Of this, India contributes £56,630; of which, £30,0 0 is from Calcutta, £13,000 from Bombay, and Madras £11,837. The Australian colonies give £38,948; of which New South Wales sends £30,000, South Australia £6,000, Van Diemen's Land £1,948, and Victoria £1,000. From Canada comes £18,374; and among the subscriptions which make up that sum we find "Mohawk Indians of the Bay of Quinte," contributing £8, the Rice Lake Indians, £57 2s. 6d., and the six Nations Indians £100. Nova Scotia sends £4,944; New Brunswick, £4,107; British Guiana, £4,000; Ceylon, £3,551; Hong Kong. £2,216; Prince Edward's Island, £2,003; Gibraltar, £1,508; Jamaica, £1,066; Malta, £842; the Cape, £473; Mauritius, £632; Trinidad, £500; New Zealand, £441; Barbadoes, £403; Bermuda, £405; the smaller West India Islands various sums. The lowest is Tortoli, which has contributed £3.

A PIOUS SOLDIER.

The following touching letter was written on the eve of battle by Col. Shadforth, of the 57th regiment, British army, who fell in the attack on the Redan, on the 18th of June:—

"BEFORE SEBASTOPOL, June 17—6 P. M.

"*My own beloved wife and dearly beloved children:* At one o'clock to-morrow morning, I head the 57th to storm the Redan. It is, as I feel, an awfully perilous moment to me, but I place myself in the hands of our gracious God, without whose will a sparrow cannot fall to the ground. I place my whole trust in Him. Should I fall in the performance of my duty, I fully rely in the precious blood of our Saviour shed for sinners, that I may be saved through Him. Pardon and forgive me my beloved ones, for anything I may have said or done to cause you one moment's unhappiness. Unto God I commend my body and soul, which are His; and should it be His will that I fall in the performance of my duty, in the defence of my Queen and country, I most humbly say, 'Thy will be done.'—God bless and protect you; and my last prayer will be, that He, of His infinite goodness, may preserve you. God ever bless you, my beloved Eliza, and my dearest children, and, if we meet not again in this world, may we all meet in the mansions of our Heavenly Father, through Jesus Christ. God bless and protect you; and ever believe me,

Your affectionate husband and loving father,

THOMAS SHADFORTH."

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Quite a number of Students offered themselves for matriculation at the recent examination in the University of Toronto....The autumn term of Victoria College has commenced with one hundred and fifty pupils and Students....A building is about being erected at a cost of £400, in the city of Ottawa (Bytown), to be called the Victoria Academy. The *Ottawa Citizen* in referring to the subject says: "The example that has been set by the founders of this Institution in erecting a neat and commodious building will, we hope, be speedily followed in other quarters. And certainly, the sooner the better; for the present condition of our Grammar or Common School buildings is anything but agreeable to the teachers or creditable to the city. It would be difficult to assign any reason why this city should not become as celebrated for the excellence of its Educational Institutions as it is already for the salubrity of its climate, and the beauty of its natural scenery ...The Board of School Trustees in the city of Toronto are about taking steps to "obtain competent gentlemen to deliver instructive and interesting lectures in some of the City Schools during the winter months."

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The Rev. Edward St. John Parry, lately Professor in Trinity College, Toronto, has been unanimously elected resident warden of Queen's College, Birmingham....The *Globe* says: "Dr. George Wilson, brother of Dr. Daniel Wilson of this city, has been appointed by Her Majesty to the newly erected regius Professorship of Technology in the University of Edinburgh. Dr. Wilson in a note to the Lord Provost, transmitting Her Majesty's commission appointing him to the chair, informed his lordship that there was no exact equivalent in English for giving a rendering of what was embraced under Technology, but the nearest deficient was physical science in its application to the useful and economic arts, the fine arts not falling under the province of Technology. The benefits of the chair will not be confined to the students of the University, but will be extended to all whose attention is directed to the useful arts."....The *Globe* also states that: "The chair of the Practice of Medicine in the University of Edinburgh, is at present vacant, in consequence of the resignation of Dr. Allison, who has long occupied a place in the very highest ranks of the medical profession in England. Dr. Allison is a brother of Sheriff Sir Archibald Allison, the celebrated historian of the last European War."....It is announced that from the 1st of October a class will be formed in the University of Dublin, for the especial instruction of students who may present themselves as candidates at the next examination for appointments in the Royal Artillery and Engineers.... The committee of the Roman Catholic University of Ireland have received £12,000 during the last year.

EDUCATION IN AUSTRALIA.

A recent correspondent of the London *Times* states that "The question of public education has again occupied for some time the attention of our Legislative Council, and the discussion has excited, as the discussion of this subject generally does excite, a good deal of acrimonious feeling and keen debate. In connexion with the subject of education it may be proper to state that the first term of the Melbourne University was opened in due form on the 14th inst., by his Excellency the Lieutenant Governor, in the presence of the Chancellor, the Vice-Chancellor, the Council of the University, and a number of other colonists.

YALE COLLEGE.

The total number of Students in Yale College, according to the "Banner," is 617; of instructors, 41. The Students are divided as follows: Theology students, 25; Law students, 22; Medical, 34; Scientific, 60; Seniors, 96; Juniors, 110; Sophomores, 113; Freshmen, 157. The whole number in the Undergraduated Department is 476. It is noticed with regret that the departments of Law, Medicine and Theology are gradually falling off. Something ought and might be done to avert this decline, which if not checked, will soon deprive Yale of any claim to be considered a University or anything like one.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

We regret to notice in our foreign exchanges the death of the Rev. Thos. Pearson, author of the valuable work on Modern Infidelity....The poet Longfellow is engaged, it is said, upon a translation of Dante, which will be ready for the press sometime next year....The library of the late Thomas Moore, presented by Mrs. Moore, as a memorial of her husband's taste and erudition. to the Royal Irish Academy, has arrived in Dublin....Mr. J. D. Fitzgerald, M. P., has offered £100 towards establishing a public library in Ennis, under the new act for promoting free public libraries and museums in Ireland. Writing to Mr Marcus Talbot on the subject, he says, "I will myself present £100 for the purchase of some standard scientific works, or books of reference, and I will undertake the supply of a complete set of parliamentary papers, and promise an annual subscription."

PUBLIC LIBRARIES AND MUSEUMS IN ENGLAND.

An act was passed in the late session (18 and 19 Victoria, chap. 70) for further promoting the establishment of free public libraries and museums in municipal towns, and for extending it to towns governed under local improvement acts and to parishes. The Public Libraries' Act of 1850 in repealed, and under this act the admission to the public is to be free of all charges. Town councils may adopt the act if determined upon by the in-

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habitants, and the expenses are to be paid out of the borough fund. The board of any district within the limits of an improvement act, may under similar circumstances, adopt the act. Upon a requisition of at least ten rate-payers, a meeting of the parish may be called, and if two-thirds of the rate-payers then present shall determine, the act shall come into operation in the parish, and the expenses of the same are to be paid out of the poor-rate. Further the act provides that if any meeting called in any borough, district, or parish, shall determine against the adoption of the act, no meeting for a similar purpose shall be had for the space of one year at least from the time of holding the previous meeting.

REPORT OF THE DEPARTMENT OF SCIENCE AND ART IN ENGLAND.

The report of the department of science and art, from the pen of Dr. Lyon Playfair, has just been published in the form of a blue-book, with numerous and lengthy appendices. It is dated the 1st January last. Dr. Lyon Playfair sums up his report by observing generally, that the department has made a marked advance in extending instruction in art to elementary schools; 10,500 children having received such instruction through its agency. In concert with the Committee of Council on Education, it has enabled 1,044 teachers of public schools to learn drawing at the local schools of art, with a view of introducing it into their own schools, and 1,270 masters, at various training colleges throughout the kingdom, have been examined for certificates in elementary drawing. Means of illustrating the courses of instruction have been widely spread, and, in addition to the usual trade supply, 204 schools have obtained examples through the department, at an average cost of six guineas for each school. The local schools throughout the provinces have been attended by nearly 20,000 persons, chiefly artisans. The museums of the department have been visited by above 204,000 persons, and the Art Library at Marlborough-house by nearly 8,000. The exhibition of students' prize-drawings in the provinces has been inspected by above 66,000 persons, and the Botanical and Zoological Gardens in Dublin have had above 135,000 visitors. The Central Schools in London continue to be made as useful as possible to the schools throughout the kingdom, and have been the means of providing well-trained masters for the provincial schools. The public services connected with the department continue in an active state. In regard to the financial expenditure of the department, it is asserted that every effort for economy has been made, and, of the aggregate sum of £79,846 voted last year, it is expected that more than £17,000 will be repaid into the Exchequer at the close of the financial year.

EDITORS IN PARLIAMENT.

The press in England certainly cannot complain that it is not fairly represented in high places. The London Athenæum says: "There are more proprietors, editors, and correspondents of public journals in the present House of Commons than at any previous period. Among leading debaters in that House are to be found some of the most powerful writers of the day. The Chancellors of the Exchequer are men who have occupied equally distinguished positions in literature, and the Lords Lieutenant of Ireland are elegant essayists, pleasant versifiers, and accomplished authors of diaries. In fact, the distinction and antagonism between the worlds of politics and literature seem fast dying out to the advantage of both, we would fain believe. While the one becomes more enlightened, it is to be hoped the other will gain in robustness and healthiness of tone."

CONVERSION OF THE ARABIAN DESERT INTO AN OCEAN.

Captain William Allen, of the British navy, has published a book advocating the conversion of the Arabian Desert into an ocean. The author believes that the great valley extending from the southern depression of the Lebanon ranges to the head of the Gulf of Akaba, the eastern branch of the head of the Red Sea, was once an ocean. It is in many places, 1,300 feet below the level of the Mediterranean, and in it are situated the Dead Sea and the Sea of Tiberias. He believes that this ocean, being cut off from the Red Sea by the rise of the land at the southern extremity, and being only fed by small streams, gradually became dried by solar evaporation. He proposes to cut a canal of adequate size from the head of the Gulf of Akoba to the Dead Sea, and another from the Mediterranean, near Mount Carmel, across the plain Esdrælon, to the fissure in the mountain range of Lebanon. By this means the Mediterranean would rush in, with a fall of 1,300 feet, fill up the valley, and substitute an ocean of 2,000 square miles in extent, for a barren, useless desert; thus making the navigation to India as short as the overland route, spreading fertility over a now arid country, and opening up the fertile regions of Palestine to settlement and cultivation.

THE CANADIAN INSTITUTE OF UPPER CANADA.

As the Canadian Institute is a Provincial institution, and numbers among its members persons residing in all parts of Upper Canada, we have much pleasure in transferring to the columns of this *Journal* the following notice from the *Globe*:—This flourishing institution, which already reflects so much credit on the Province, has experienced its share in the vicissitudes which have affected so many of our local bodies in consequence of the transfer of the Seat of Government to Toronto. The following circular, which has been prepared for circulation among the members and friends of the Institute, will best explain the nature of the plans contemplated, in consequence of the changes forced upon it by the deprivation of the rooms temporarily occupied in Government House. Mr. G. W. Allan, whose valuable gift of land gave the first impetus to the movement for permanent buildings, has since, we learn, greatly enlarged his gift. The site originally presented by him measured 90 feet of frontage by 150 in depth. But at the last meeting of the Council of this Institute, Mr. Allan intimated his intention of augmenting it by the addition of the adjoining lot, measuring 64 feet in frontage, thereby presenting to the Institute an area measuring altogether 154 feet front by 150 feet in depth; a site which will amply admit of every augmentation that the most sanguine of the friends of this institution can hope for, for many years to come. It now remains for the members and friends of the Institute to do their part, and we feel assured the following appeal to their liberality will not be made in vain:—

Circular from the Council of the Canadian Institute.

The anticipated removal of the Seat of Government to Toronto, and the consequent ejectment of the Canadian Institute from the rooms allotted to them in the old Government House, has forced on the attention of the Council the necessity of providing accommodation for the Institute in a building suited to the purposes for which it is established, and to the position which it has already achieved as a Provincial Scientific Institution. In taking the requisite steps for this purpose, one great difficulty has been removed—by the gift, by G. W. Allan, Esq., of a valuable site in Pembroke Street, on the Moss Park Estate; and on application being made to the Government, two successive grants of £500 each have since been obtained in aid of the Building Fund. Under these very favorable circumstances, the Council have determined upon appealing to the Members of the Institute, as well as to all persons likely to feel an interest in the success of the first purely scientific institution founded in Upper Canada. The Council anticipate that at least £500 may be thus readily obtained, thereby increasing the building fund to £1,500, and providing a sum which will justify them in commencing immediate operations. The building which the Council propose to erect is designed with a view to admit of additions hereafter, so as ultimately to provide accommodation for the Museum, Library of Reference, Reading Room and apartments for transacting the ordinary business of the Society; the present cost not to exceed £2,500. It is proposed that the subscriptions be paid either at once or in the following manner: one-fourth immediately, and the remainder at six, twelve, and eighteen months thereafter; the mode of payment being at the option of the donor. Gentlemen proposing to subscribe are requested to transmit their names, with the remittances, or a statement of the amounts they intend to subscribe, to the Treasurer, James Stevenson, Esq., Bank of Montreal, Toronto, as speedily as possible, in order to enable the Council to commence the building without delay. Building Committee: G. W. Allan, Esq., D. Wilson, L.L.D., H. Croft, D. C. L., F. W. Cumberland, Esq.

THE FIRST TIME KEEPER MADE OUT OF CLAY.

M. Raby writes, from Paris, that this great industrial achievement was deposited at the Exhibition on August 22, and that it was inspected by the Queen and Prince Albert with amazement and admiration. The following is an extract from his letter:—"My famous pocket chronometer, made out of the precious aluminium, has been placed in the Panorama, alongside of the bars of the same metal; it keeps time very correctly. All the works, plates, cogs and wheels, are made of aluminium; and I really believe it is much better for purposes of this kind than the other metals generally employed. It is much lighter, does not require so much power to conduct the wheels, and therefore, with a heavy balance, will obtain a better result of regularity. It is very hard and smooth when hammered, and the friction will be reduced to almost nothing."—*London Mining Journal.*

VARIETIES OF SPEED.

The velocity of a ship is from 8 to 18 miles an hour; of a race-horse, 29 to 33 miles; of a bird, 50 to 60 miles; of the clouds in a violent hurricane, 80 to 110 miles; of sound, 823 miles; of a cannon-ball (as found by experiment, from 600 to 1000 miles; of the earth round the sun, 68,000 miles—more than 100 times quicker than a cannon ball; of Mercury, 104,000 miles; of light, 8,000,000 miles, passing from the sun to the earth in about 8 minutes, or about a million times swifter than a cannon ball.

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NOTES ON SCIENCE AND ART.

Gold in the Arts—It has been ascertained that in Birmingham, England, not less than one thousand ounces of fine gold are used weekly, equivalent to some $900,000 annually; and that the consumption of gold leaf in eight manufacturing towns is equal to five hundred and eighty-four ounces weekly, For gilding metals by electrotype and the water gilding processes, not less than ten thousand ounces of gold are required annually. A recent English writer states the consumption of gold and silver at Paris at over 18,000,000 of francs. At the present time the consumption of fine gold and silver in Europe and the United States is estimated at $50,000,000 annually.

Return of the Great Comet—The eminent astronomer, M. Babinet, member of the Academy of Sciences, and M. Bomme, of Middleburg, Holland, have been making some interesting investigations in respect to the return of the great comet which appeared in the years 104, 392, 682, 975, 1264, and 1556. M. Bomme has gone over all the previous calculations, and made a new estimate of the separate and combined action of all the planets upon this comet of three hundred years, the result of which severe labor gives the arrival of this rare visiter in August, 1858, with an uncertainty of two years, more or less.

Microscopic Photographs—Some microscopic photographs exhibited at Manchester, England, have excited much admiration. One of the size of a pin's head, when magnified several hundred times, was seen to contain a group of seven portraits of members of the artist's family, the likenesses being admirably distinct. Another microscopic photograph, of still less size, represented a mural tablet, erected to the memory of William Sturgeon, the electrician, by his Manchester friends. This little tablet covered only 1-900th part of a superficial inch, and contained 680 letters, every one of which could be distinctly seen by the aid of the microscope.

The Reading Bricks of Babylon—According to the Leeds (English) *Mercury*, Col. Rawlinson has just discovered among the ruins of ancient Babylon an extensive library—not, indeed, printed on paper, but impressed on baked bricks—containing many and voluminous treatises on astronomy, mathematics, ethnology, and several other most important branches of knowledge. These treatises contain facts and arguments, which, in his opinion, will have no small effect on the study of the sciences to which they relate, and, indeed, on almost every branch of learning, and which throw light upon Biblical history and criticism, and the history of our race.

THE Smithsonian Institution has adopted the following rules for the distribution of its publications:—

1. They are to be presented to all learned societies which publish transactions, and give copies of those in exchange to the Institution.

2. To all foreign libraries of the first class, provided they give in exchange their catalogues of other publications, or an equivalent in their duplicate volumes.

3. To all colleges in actual operation in this country, provided they furnish in return, meteorological observations, catalogues of their libraries and their students, and all other publications issued by them relative to their organization and history.

4. To all states and territories, provided there be given in return, copies of all documents published under their authority.

5. To all incorporated public libraries in this country, not included in any of the foregoing classes, now containing more than 7,000 volumes; and to smaller libraries, where a whole state or large district would be otherwise unsupplied.

6. Separate memoirs are sometimes presented to minor institutions.

THE BROCK MONUMENT.—Referring to the Brock Monument, the Niagara *Mail* says:—There will be but one column in the world superior in height to Brock's Monument, and probably not one exceeding it in beauty and position. The ground in the neighborhood of the column is covered with massive pieces of work; stone statues of warriors, lions, and elaborately carved work, that are to adorn the cornice of the pedestal capital and entablature of the column. Among these stands a colossal statue of General Brock, seventeen feet in height, which will be placed on the top of all. These figures are cut out of the same kind of stone which forms the monument, and are executed in a bold and flowing style that will give an aspect of much animation to the monument. They reflect much credit, indeed, upon the architect and workmen engaged.

Departmental Notices.

PROVINCIAL CERTIFICATES GRANTED BY THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 15th October, 1855.

The Educational Department, on the recommendation of the masters of the Normal School, and under the authority of the Upper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted the undermentioned students of the Normal School during the Fourteenth Session, 1855, Provincial Certificates of qualification as Common School Teachers in any part of Upper Canada.

[Each Certificate is numbered, and recorded in the Register of the Department in the following alphabetical order; but the order does not indicate any distinction of merit in the class.]

FIRST CLASS.

Males.

307 William Carlyle.
308 David Ormiston.
309 John Harris Comfort.
310 John Jessup.
311 William Henry King.
312 Bernard Kerr.
313 David Blair.
314 Alexander Lester.
315 John Taylor.

Females.

316 Josephine Witmore Clarke.
317 Kate Gunn.
318 Elizabeth Adams.
319 Emmeline Shadd.
320 Mary Brown.

SECOND CLASS.

Males.

321 Andrew Allison.
322 James Bowerman.
323 Alexander Campbell.
224 Henry Clarke.
325 James Hay, Junior.
326 Duncan Crane.
327 William Hackett.
328 James Keating.
329 John McPherson.
330 Alexander Campbell Osborne.
331 Gilbert Platt.
332 Samson Roberts.
333 Samuel Simpson.
334 David Johnston.
335 William Bernard Danard.
336 Henry Hicks.
337 Thomas Steele.
338 Alexander Thompson.

Females.

339 Eleanor Leach.
340 Elizabeth Eleanor Kennedy.
341 Mary Foster.
342 Elmira Flood.
343 Mary Lester.
344 Sophia Caroline McLean.
345 Margaret Cath. McDonnell.
346 Mary Ann Munyard.
347 Henrietta Simpson.
348 Susannah Robinson.
349 Amelia Robertson.
350 Sarah Elizabeth Tewksbury.

THE NORMAL SCHOOL.

The next session of the Normal School will commence on the 15th day of November. Candidates for admission must apply during the first week of the session.

TEACHERS' SCHOOL REGISTERS.

As a supply of School Registers are now being sent by express to the county clerks for gratuitous distribution through the local superintendents, parties requiring Registers should apply for them to their local superintendent. Should the stock of any county clerk be exhausted, it can be replenished on application to the Educational Department; but the Department should not be put to the additional inconvenience and trouble of supplying isolated school sections direct, (as is frequently done,) in addition to the local facilities which it has already given to supply wants of this kind. These Registers are supplied gratuitously by the Department.

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PUBLIC SCHOOL LIBRARIES.

To Municipal and School Corporations in Upper Canada.

Until further notice, the Chief Superintendent of Schools will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be written on a distinct sheet of paper from the letter, and attested by the corporate seal of the Trustees or Municipalities applying for libraries.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to present a written authority to do so, verified by the corporate seal of the Trustees.

EDUCATION OFFICE,
Toronto, 18th June, 1855.

COUNTY OF YORK.

LIST OF TEACHERS to whom CERTIFICATES were awarded at the Annual Examination of the County Board, 1855, to be in force until the 30th Sept., 1856—TEACHERS holding FIRST CLASS CERTIFICATES not re-examined.

CERTIFICATES RENEWED—

By the Board Meeting of the City of Toronto, 1st August, 1855.

FIRST CLASS.

Sarah Carruthers.	Jno. McIntosh.
Thomas Baxter.	Thomas Edy.

SECOND CLASS.

A. Robinson.	R. Kerr, Jr.
Jos. Hodgson.	D. McCallum.
W. McIntosh.	D. McKay.
Jas. Broley.	H. Matthews.
J. Mc. Coffuy.	Jas. Elliot.
R. Hall.	J. H. Fleming.
H. Maitia.	J. Fleming, Jr.
Thos. McDonald.	H. McPhail.
J. T. McLelland.	T. Milne.
T. S. Neeley.	Geo. Kirkpatrick.
Geo. Leitch.	H. Tearle.
Robt. Kerr.	Chas. McLelland.

THIRD CLASS.

Jane Mc Ginnes.	Rd. Brown.

By the Board Meeting at Richmond Hill, 2nd August, 1855.

SECOND CLASS.

Edmund Dyer.	Henry White.
Frs. B. Wrach.	Wm. Hixer.
Jas. Hollingshead.	Jos. Hugill.
Jno. O'Leary.	Leander Taylor.
Matthew Long.	Alfred Turner.
Jas. Macey.	T. C. McKeown.
Thos. Aurley.	Robt. McKeown.
Alex Smith.	Alexr. Campbell.
W. H. Meredith.	Jno. Bruce.
Neil McKinnon.	Wm. Davison.
Benj. Boud.	Wm. Steele.
W. L. Ralph.	Melinda Clarke.
Chas. Whitwell.	Glouana Clinie.
Hugh Allan.	Susan Oves.
J. S. Oves.	J. Whulock.
Geo. Owen.	W. D. Staith.
Wm. Irwin.	Mary Anne McGinnes.
A. McKinnon.	W. J. McKeown.

NOT LICENSED.

Jos. Hare.

THIRD CLASS.

W. Logan.

By the Board Meeting at Newmarket, 31st July, 1855.

FIRST CLASS.

Thos. McKee.	Peter Goodfellow, B. I.
Albert Andrews.	D. J. Moffat.
Wm. Anderson, I. C. B.	

SECOND CLASS.

R. C. Stewart.	Jos. Ross.
R. H. Evans.	Jean A. McPherson.
Geo. Harrison.	J. C. Moulton.
M. J. O' Sullivan.	Albert Kennedy.
Elizabeth A. Cuyler.	Jas. Hawkins.
Jno. Bulchait.	Theodore Winn.
Jno. Russell.	

THIRD CLASS.

Robt. Hamilton.	Caroline A. Doan.
Jos. Boag.	Samuel. J. Dougherty.
Andrew Power.	James Dougherty.
Eliza H. Lloyd.	Joanna Styles.
Jane Reddell.	Thos. Boyd.
Candace Styles.	J. N. Pointer.
Louisa Miller.	Anne Farquhar.
Jas. Gourlie.	Marilla Jerome.
Wm. Keith.	

Supplemental Examination, 16th October, 1855.

FIRST CLASS.

Wm. Hackett.	Elizabeth Kennedy.
Richard Lewis.	W. Kennedy.

SECOND CLASS

Alodzo K. Harvey.	Jane O'Flaherty.
Jas. Hawkins.	Wm. D. Fitzpatrick.
Jos. Edmunds.	Alex. Muir.
Thaddeus O'Reilly.	John Muir.
Jane Thompson,	

Toronto, Oct. 1855.

TO SCHOOL TRUSTEES.

WANTED, a SITUATION as TEACHER, about the 1st of JANUARY, 1856, by a TEACHER holding a First Class Certificate of Qualification from the Board of Public Instruction for the County of Middlesex. He has had several Years' Experience in the Profession. A Town or Village School would be preferred.

For further Particulars, address "A. C., Teacher, Carradoc P. O., Middlesex County, C. W.," stating salary.

All communications up to 1st of January will be strictly attended to.

October 13th, 1855.

WANTS A SITUATION.

A TEACHER of several years' experience. He has a First Class Certificate and is competent to teach the FRENCH, LATIN and GREEK languages, and the higher branches of an ENGLISH education. He is well acquainted with the most approved methods of instruction.

Address, stating salary, A. B. C.
Fergus, C. W., Sept. 15th, 1855.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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JOURNAL OF EDUCATION, Upper Canada.

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CONTENTS OF THIS NUMBER.

	PAGE
I. Education and Prosperity in U. C. from a Canadian Point of View	161
II. The Scenery of Canada. By the Rev. Dr. Lillie	165
III. Inaugural Discourse of John W. Dawson, Esq., F.G.S., Principal of McGill College, Montreal	165
IV. PAPERS ON PRACTICAL EDUCATION.—1. Educational Influence of Music. 2. Gymnastic Exercises. 3. Education of French Girls	170
V. MISCELLANEOUS.—1. What will they say in England? (Poetry.) 2. The Noble Dead of the Crimea. 3. The Royal Family and the Fall of Sebastopol. 4. The Graves in the Crimea. 5. Arctic Expedition—Return of Dr. Kane and Lieut. Hartstein	171
VI. EDUCATIONAL INTELLIGENCE.—1. Canada Monthly Summary. 2. Trinity College, Toronto. 3. British and Foreign Monthly Summary. 4. United States Monthly Summary	173
VII. LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Canadian Natural History. 3. Eclipse of the Moon. 4. The British Association at Glasgow. 5. The New Reading Room of the British Museum	174
VIII. Departmental Notices.	176

EDUCATION AND PROSPERITY IN UPPER CANADA, FROM A CANADIAN POINT OF VIEW.

Colonial patriotism, in its restricted sense, is a noble instinct in the Colonist. Duty and affection naturally bind our hearts to the land of our fathers: the home of our childhood; but a higher duty, and a no less strong affection, should lead us to love the land we live in, its laws and its institutions. Loyalty to the Sovereign and reverence for the good and great of the Empire should ever characterize us as Colonists; but a sacred obligation rests upon Canadians, whether native-born or adopted, to cherish feelings of a sincere and ardent patriotism for their own land. It is true that, hitherto, many adverse influences have prevented the growth of this feeling; but, nevertheless, an attentive observer might have witnessed with pleasure how gradually and silently it has, during the last few years, been developing itself, until to be a Canadian Colonist is now an honor and distinction, even beyond the boundaries of our own Province. This has been strikingly exemplified in the recent case of an eminent Canadian Colonist having been selected by Her Majesty to fill a distinguished post in the Imperial service. So noble and yet so disinterested, so delicate and yet so just a tribute to Canadian worth and patriotism, has never before been paid by the Sovereign. Let us regard it as the inauguration of a new era in our colonial history, from which to date a brighter future.

Until very recently, our institutions were undeveloped, and our systems of municipal government and of education were unformed; but now that both have been in operation sufficiently long to produce some satisfactory results, the public and the press alike join in expressions of congratulation on the past, and in ardent anticipations of continued prosperity for the future.

Two events of some interest have recently conspired to call forth an expression of this feeling in the province. The first was the recent tour of the Governor General of Canada, and his arrival at the new seat of government; and the other was the farewell visit which the Governor-in-Chief of the Windward Islands made to the west before leaving Canada to assume the reins of government in these Colonies.

We have already inserted some of Sir Edmund Head's references to our educational system, in reply to addresses which had been presented to him. The remaining addresses, presented by various educational and literary bodies, together with his Excellency's replies, we now insert in this number of the *Journal*.

The addresses delivered on the occasion of the farewell visit of the Honorable Francis Hincks, being non-political, were also less formal than those presented to the Governor General; besides presenting a fuller picture of the general prosperity of the Province. This was the more appropriate, since all parties concerned were, as actors, more interested in a recital of the facts referred to, than a gentleman who had just arrived among us. The references to the prosperous state of our Common Schools must have been particularly gratifying to the late Inspector General, who was himself the author of the School Act of 1843, which has formed the basis of the present school law; and who has ever proved himself the enlightened friend of the Common School System of Upper Canada. In the address presented to the Hon. Mr. Hincks from the County of Oxford, the following passages occur: "We now enjoy a system of public instruction which will compare favorably with any other country; a system of municipal government which secures to every locality its just share of influence and consideration, an expanded and expanding commerce, improved agriculture, a replenished treasury, boundless public credit—in short, within the period adverted to, every interest of the country, whether moral or material, has been quickened, and is now advancing with a rapidity almost unparalleled. For these happy changes, sir, the people of Canada acknowledge themselves very much indebted to your public services. They do not forget, however, that you have been aided and supported in these services, by your late and former honorable colleagues, and especially by the illustrious nobleman and exalted statesman who, until recently,

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presided in Her Majesty's name over the affairs of this Province, whose names will stand beside your own in the future history of the country."

From the speech of V. Hall, Esq., delivered on the same occasion, we quote the following: "This appointment is the first proof that has been given that Canada is something more than a colony. Through our own indomitable energy we have placed ourselves in such a position that the British Empire now considers us a part of itself. We have earned it by our appearance at the Great Industrial Exhibition, and now Britain thinks it desirable to obtain from us a part of our talent. If we make such giant strides in the future as we have done in the past, England will certainly begin to look upon us as the Mother Country! Gentlemen, England has treated us with a liberal and generous spirit, and now we may look upon ourselves as a nation and not as a colony. Yet we have that affection for her, that we are bound to her stronger than before. She has now so much confidence in our stability and our loyalty that she leaves us without a single soldier to protect her interests, well knowing that we are now ready and willing to defend them ourselves."

The eloquent and patriotic speeches of the Honorable Post-master General Spence, at Brantford, Oxford, and London, furnish abundant material for our purpose, but we restrict ourselves to the following extracts:

"A predecessor of my honorable friend found it difficult several years ago to raise £30,000 in the English market on the bonds of the Province. What is our position now? I need not tell you gentlemen, what amount might now be got. These advantages have resulted from our municipal institutions, our wholesome jury laws, our educational system and from the other measures which have been so successfully given to the country."

* * * * * * * * * * *

Gentlemen, I confess that what I myself lately saw when I came into this great western country—when I saw the consequences of our great railroad system—when I saw the blocks of buildings, gigantic edifices, commodious hotels, springing up as it were in the wilderness—when I see every man engaged actively in the prosecution of his own affairs—when I see all men happy and gladsome—capital in full requisition—land doubling and trebling in value—produce of all kinds meeting a ready sale—and, when I saw, as I did, on coming along, fifty-five cars loaded with the produce of the farmers, and going to a distant market, to bring back money in return, to this country—when I see all this, I begin to think of the time when my honorable friend had to strike out a system by which our public schools could be supported, I think of the time when Mr. Hincks boldly struck out his scheme for issuing debentures, in order that the schoolmaster might be paid; and when the credit of the Province was so low that he had to resort to some of his own friends to convert this paper into money, in order to sustain the credit of the school system." (Great applause.)

* * * * * * * * * * *

Mr. Hincks leaves Canada shortly. Ere fourteen days shall have elapsed, he will have left the shores of this his adopted country. We all wish that he may return in the evening of his days to have his heart gladdened at our prosperity. What has he left behind? Look at that municipal system by which you have been enabled to produce works as vast as any in England or in the world. Look at that system in all its ramifications—look at our Legislature—now freed from parish business, which made that legislation contemptible in by-gone years. What Canadian heart but feels light now at the position which his country occupies in the world, when he can land at Liverpool or London, or any of the great cities of Europe, and say, I am a Canadian! Look at our educational system—our beautiful common school-houses, and our grammar schools which are being dotted over the whole surface of our country."

The following is the remainder of the addresses presented to Sir Edmund Head, during his recent tour, with His Excellency's replies. The Hamilton *Spectator* of the 3rd instant states, that while in that city, the Governor General intimated to the School Trustees his desire of visiting the Central School before leaving for the Seat of Government. Punctual to the time appointed, His Excellency, accompanied by Sir Allan McNab, was received at the school by the Trustees and the Head Master. His Excellency visited each of the classes in the School, and listened with evident satisfaction to the recitations, particularly to examinations in astronomy and philosophy, with which he was pleased to express himself highly gratified, as also with the exercises in reading and arithmetic.

Among those present on the occasion were several of our leading citizens. At the conclusion of His Excellency's visit, O. Springer, Esq., Chairman of the Board of School Trustees, presented the following address:—

We the Trustees and other officers of Common Schools in the City of Hamilton, beg leave on the occasion of your Excellency's visit to the Public Schools of this city, to express our feelings of respectful consideration to Your Excellency, and our grateful acknowledgments for the distinction thus conferred upon our schools for the first time by a representative of Her Majesty. This attention on the part of Your Excellency is the more cheering to us, from the fact of its being spontaneous, nor would it have been unsolicited by us, but that the inspection of local Common Schools has not usually been among the subjects deemed suitable to be obtruded upon the attention of those holding your Excellency's exalted rank. The Common Schools of this city, forming part of the great Provincial system so munificently established by the Legislature, afford the opportunity of a rudimentary education to all classes. Our schools are free of expense to those who seek education, upon the principle which affirms the right to this kind of instruction to be as common to every member of the community as the right of personal liberty, or amenability to the laws. We beg on this occasion to advert to the fact that our Public School system is not matured although projected on a noble basis, and its departments worked with admirable ability; and we would hail this present mark of your Excellency's attention, not only as an evidence of deep interest in this great subject, but also as an earnest of your Excellency's enlightened aid in rendering the system yet more efficient. In conclusion, we would express the lively satisfaction with which we, in common with all our fellow-citizens, have observed your Excellency's progress through Western Canada, evincing as it does a determination to know from actual observation the requirements and capabilities of this new and extensive country, and we devoutly trust that Providence may daily confer upon us as a people the advantage of your Excellency's Administration of our affairs.

His Excellency was pleased to reply, in substance as follows:—That the degree of interest felt by him in our Schools should not be measured by the length of time which he could devote to his present visit, which was necessarily limited, on account of being obliged to hasten to Toronto; that he was highly gratified by his present inspection of the School, and felt that its management reflected great credit on the Head Master. That he would avail himself of some future opportunity of again visiting the School, when he felt no doubt that his present favorable impressions would be greatly strengthened. His Excellency further complimented the interest which was exhibited by our citizens in the establishment and maintenance of our present admirable system of Schools.

On the 2d instant the Governor General reached Toronto. Among the various addresses presented on his arrival were the following:—

UNIVERSITY COLLEGE.

We the Officers and Members of University College, desire to approach your Excellency with renewed assurances of our devoted loyalty to Her Majesty, and with the expression of our confident expectations of the beneficial results that will accrue to the Province from your Excellency's administration of its government. Connected as we are with an institution intended, under your Excellency's visitatorial supervision to disseminate literary and scientific knowledge and to promote the interests of the community by diffusing the blessings of Education of a high order, we feel that we may justly anticipate your Excellency's countenance and support in the important work in which we are engaged. Nor can we doubt that such encouragement will be freely extended, when we call to mind that your Excellency has yourself had practical knowledge of the advantages which arise from the culture afforded by similar institutions,—and that you have already evinced, as the Governor of a sister Colony, your appreciation of the benefits of academic training. Permit us most respectfully to offer our cordial welcome on your arrival in our city, and to add our hope that your residence in Toronto may be as agreeable to yourself and your Excellency's family, as we feel persuaded it will be to us and to our fellow-citizens.

REPLY.

I am happy to acknowledge the great importance of your excellent Educational Institution, the advantages of which I fully appreciate. While thanking you for the intended compliment, I cannot venture to anticipate the beneficial results you confidently expect will accrue from my administration of the important trust it has pleased Her Majesty to charge me with. I return you my sincerest thanks for the cordial welcome you have extended to me.

TRINITY COLLEGE.

We, the Vice-Chancellor, Masters, and Scholars of the University of Trinity College, Toronto, beg leave to tender to your Excellency our respectful congratulations, upon your entrance on your official residence in this city. We are assured that your Excellency cannot, in your public capacity, be indifferent to any effort which is made to promote sound learning within this Province: and we trust that we may, on our part, never forget the peculiar obligations under which institutions, such as that which we represent, must ever lie to the cause of order and of loyalty. Permit us, Sir, to add that we recognize, with the highest satisfaction, in the person of your Excellency, a member of one of the ancient Universities of England, whose distinguished

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academical career must alike qualify and dispose him to regard with generous sympathy every endeavour to secure to the youth of Canada a share of those intellectual advantages which are so richly enjoyed in the mother country. It is our earnest prayer that your Excellency's administration of the Provinces, which Her Majesty has entrusted to your care, may conduce alike to the public welfare, and to your personal honour and happiness.

REPLY.

I receive your Address with much satisfaction. The benefits of a sound University Education cannot, I conceive, be over estimated. Accept my thanks for your assurances of loyalty and respect, and attachment to the gracious Sovereign whose representative I am.

UPPER CANADA COLLEGE.

In respectfully welcoming your Excellency to the city of Toronto, we, the Principal and Masters desire to express our feelings of satisfaction in having near us one to whom the interests of Upper Canada College have been so happily entrusted. The position which Upper Canada College has ever occupied, as the Chief Grammar School of the country, seems to justify us in looking for that encouraging support from your Excellency, as our Visitor, which it has been our privilege to receive from your Excellency's predecessor. We trust that should your Excellency visit Upper Canada College you will be pleased with the soundness of its system; and it is gratifying to us to add, that this system is now being disseminated through the Province by the instrumentality of pupils of Upper Canada College who, without any special training thereto, are undeniably among the most able and successful of the teachers of the District Grammar Schools. And not only this, but to the Universities of home and of this country, to the Bar, the Pulpit, the Legislature and the Battle Field, has Upper Canada College sent forth her sons, and in all have they won for themselves an enviable distinction. We gladly avail ourselves of this opportunity to express the belief that your Excellency's administration of this important and flourishing part of the dominions of our beloved sovereign, will be attended with increased happiness to its people and honor to yourself.

REPLY.

All that I have heard of the institution with which you are connected, leads me to believe it to be one of the highest value. It is your business to lay the foundation for future statesmenship, and professional eminence, by enabling the youth of Canada to profit by the aids to be derived from sound learning, and from the eloquence and wisdom of antiquity. Without this training your lawyers, your physicians, your theologians, and your statesmen, would not be on a par with those of other nations. I receive therefore, with much pleasure, the address which you have just read; it is, I fear, too flattering to myself, but I thank you for it, as a welcome on your part to the City of Toronto.

VICTORIA COLLEGE.—MEDICAL FACULTY.*

We the President, Professors and Students of the Toronto School of Medicine, the medical department of the University of Victoria College, beg most respectfully to approach Your Excellency in terms of warm gratulation on the auspicious occasion of Your Excellency's assumption of residence, with Lady Head and family, in the Western Metropolis of Canada. We beg to assure Your Excellency of our unabated attachment to Her Most Gracious Majesty, whose reign has been alike august in peace and glorious war. We feel assured that Your Excellency's love of literature and distinguished mental refinement, cannot fail to enlist Your Excellency's warmest sympathies in behalf of every literary and scientific institution in this prosperous and rapidly progressing portion of the British Empire, now placed by our Gracious Sovereign under the auspices of Your Excellency. The progress of our School, as that of our country, has been steadily onward, and has been secured by the self-relying effort which has characterized every other successful Canadian enterprise. The annually increasing number of its pupils, and the estimation in which its graduates are held throughout the country, evince the consideration it enjoys from an intelligent and enquiring people. As the medical department of the University of Victoria College, we shall continue to labor faithfully to respond to the high requirements necessary to render it a fitting adjunct to so noble and prosperous an Institution.

REPLY.

The study of Medicine is recommended to every one by its intrinsic interest, as well as by its usefulness in preventing and alleviating the sufferings of mankind. I sincerely trust that your University may long promote the sound and successful cultivation of the theory and practice of this noble art. I thank you for your congratulations, and for the welcome to Western Canada conveyed in your address.

* Presented at the Levee on the 19th instant.

MECHANICS' INSTITUTE.

* * * * * * * * *

As a patron of literature and science, your Excellency will, no doubt, be gratified to learn that the Mechanics' Institute of this City has been twenty-three years in existence: that it embraces a good Library and Reading Room, with a considerable amount of Philosophical apparatus: that it numbers five hundred and sixty members: that during the winter months a regular course of weekly voluntary Lectures is delivered, of an interesting and improving kind, by our most eminent scientific men: and that so highly has the influence of this Institution been appreciated by the community, and so liberal has been the support extended to it, that latterly the Managers have been enabled to erect a large and substantial edifice to subserve the great purposes for which it has been established. In promoting a love of knowledge and a taste for scientific pursuits amongst the industrious classes of society, the officers of the Mechanics' Institute believe that they are not only contributing to the personal elevation and happiness of the individual members of the body—but to the formation of that social order and security which spring from the diffusion of sound knowledge and correct moral principles among the population. Substantial freedom and good government rest, they believe, upon the basis of general intelligence and morality.

REPLY.

It affords me great pleasure to receive at your hands these assurances of congratulation, and to learn from the Address now presented to me, that the valuable Institution with which you are connected is in a prosperous condition. I consider that you have it peculiarly in your power to soften the toil of the working man, and to elevate the minds of the industrial classes. I feel the importance of such Institutions, and shall always be ready and anxious to promote their success.

The following Addresses from the Canadian Institute were presented on the highly interesting occasion of laying the corner stone of the Institute building, on Pembroke street, on the 18th instant. The references of Sir John Beverly Robinson, the Chief Justice of Upper Canada, to the "strenuous efforts of the Government and Legislature of this Province for the diffusion of elementary instruction among all classes of the people" were characteristic of the Chief Justice, and were peculiarly graceful and appropriate,—since the future prosperity of the Canadian Institute, and all kindred associations, can only be finally attained in a community where education *is diffused "among all classes of the people."*

THE CANADIAN INSTITUTE.

We the President, Council, and Members of the Canadian Institute of Upper Canada beg leave to renew the assurance of our devoted loyalty to Her Majesty, and to express to your Excellency the high gratification with which we see, in the Representative of our Gracious Sovereign—one who by the distinctions achieved by him as a member of the most ancient University of the Empire, has given the best evidence of his personal interest in the cause of learning. Permit us, on this the first occasion of our unitedly addressing your Excellency, most respectfully to offer to you our cordial welcome to the Capital of Upper Canada, and to express to you the satisfaction with which we are animated by the assurance that while your wisdom and experience will guide you in those responsible administrative duties which lie beyond the sphere of our objects, your distinguished academical career furnishes a guarantee for your generous sympathy and encouragement in all that relates to the progress of those objects for the promotion of which we are associated together. The Canadian Institute, founded in the year 1849, and incorporated by Imperial Charter in 1851, has been established for the encouragement of learning and the development of science and the arts throughout the Province. Originally instituted by a small body of gentlemen, united for the purpose of promoting one special branch of practical science, it has since extended its aim so as to embrace the widest range of a Scientific and Literary Society, and now numbers upwards of 400 members resident in all parts of the Province. The steps adopted for carrying out these comprehensive objects have been: Firstly.—The formation of a Library of scientific reference available to the public at large, and which, now that an amalgamation has been effected with the Toronto Athenæum, and the books of both Institutions have been united, already constitutes the nucleus of a Library from which valuable results may be anticipated. Secondly.—The establishment of a Museum with a special view to the illustration of the natural history and mineral products, and the economic and industrial resources of the Province, as well as the ethnological and archæological contributions to history, which specially pertain to this important section of the new world. Thirdly.—The reading of original scientific and literary communications and discussion of the subjects thus in-

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troduced at weekly meetings held in Toronto during the winter session; and fourthly.—The publication of a monthly journal, which has now been in successful operation for more than three years, and forms not only a report of the proceedings of the Institute and of other scientific bodies in the Province, but is designed to embody a record of the intellectual and economic progress of Canada, as well as to furnish an abstract of scientific proceedings throughout the world. In accomplishing these objects, the Institute has gratefully to acknowledge the liberal encouragement of the Governor, by means of an annual grant of money and free accommodation furnished in the Government House. The withdrawal of the latter, consequent on the transference of the Seat of Government to Toronto, added to the requisite increase of space rendered indispensable for completing the scheme of establishing a Provincial Scientific Library and Museum, have mainly contributed to force upon us the necessity of providing adequate and becoming accommodation in a building of our own. In furtherance of this, we have to acknowledge the gratifying recognition of the public benefits already resulting from the Institute in the important aid extended to us by the Provincial Government for this special object, in addition to the liberality of many of our own members; and especially the valuable gift of this site, presented to the Institute by George W. Allan, Esq., and now to be dedicated with your Excellency's gracious aid to the cause of Canadian science and scholarship. Animated by the assurance of your Excellency's cordial sympathy in such a cause, we hail your presence among us this day as an evidence of your approbation of the objects aimed at in our union as members of this Institute, and of your appreciation of the value of such institutions for promoting the diffusion of knowledge and the advancement of science and sound learning, on which the true glory of this great empire is founded, and by which the future greatness of this Province must be advanced. Permit us, then, to crave of your Excellency on this auspicious occasion, when we are assembled to found a building to be devoted exclusively to the peaceful objects of intellectual emulation, that you will be graciously pleased to commence the work for us by laying the first stone.

REPLY.

If my presence here to-day can benefit the institution to which you belong, I feel that you have a double claim upon me. Indirectly, I have been the means of turning you out of house and home; the least I can do is to help in inaugurating you in your new dwelling. But the intrinsic usefulness of a society such as yours, is the strongest reason why I would do my best to promote its interests. The means which you have adopted for diffusing a taste for science and literature seem well calculated for attaining their end. Your museum, your lectures and your journal, all tend to produce those feelings which are essential to progress in knowledge of all kinds. They encourage the conviction that every fragment of information, and every scrap of knowledge is valuable, without reference to its immediate practical utility. A fact established is so much gained towards the sum total of human knowledge, and no man can say in what train of reasoning that fact may hereafter form a stepping-stone. The stores of your library will serve to supply the refinement of taste and the cultivation of the intellect, which enable one man to impart knowledge to another in its most attractive form—which make the act itself of learning a relaxation and a pleasure. I receive with the utmost satisfaction the assurance of your loyalty to our gracious Queen. As regards myself personally, your address is far too flattering in every way; but I thank you for your welcome to Toronto, and I trust that my readiness to lay the first stone of this building will be likewise a mark of my desire to promote on all occasions the interests of the Canadian Institute.

G. W. Allan, Esq., the Vice-President of the Institute, then handed a document to the President and said—I have much pleasure in presenting you with a deed of this ground, as the site of a building for the Institute. In doing so, permit me to express my great satisfaction at having it in my power in any way to promote an institution in whose welfare I take so deep an interest, having been connected with it from its earliest commencement. Having watched its progress to its present state of prosperity, I look forward wth no small degree of pride as a Canadian, to the time when this society shall be entitled to take rank among similar institutions of name and standing. I trust this day's proceedings will give a fresh impetus to the society. When I recollect the very different scene this very site presented not many years ago, when this ground was covered with a dense forest, and now about to be adorned with a building dedicated to Science and Literature, I am cheered at having been in any way instrumental in aiding an institution whose fame, I trust, will extend far beyond the limits of Canada.

The President replied as follows:—

MR. ALLAN.—The Canadian Institute accepts with grateful acknowledgments your very liberal gift; and I feel that I could scarcely express too strongly the sense entertained by the Council and Members of the Institute for the obligation which you have conferred upon them. They are well aware of the pecuniary value of the donation, for they are not ignorant of the large price which in this prosperous city can be readily obtained for land less eligibly situated. And I need not tell you how materially the value has been enhanced by the grant coming so opportunely, at the moment when the patronage of the Legislature has enabled the Institute to proceed in the erection of a building, and when they only wanted a proper site on which to place it. This they now possess, through your kindness. And the Canadian Institute, and its friends, will seldom look upon the handsome and commodious structure by which they intend this ground shall be adorned, without recalling how much they are indebted for it to your respect for science and to your known disposition to co-operate heartily and generously in every measure by which the character of your countrymen may be elevated and their rational enjoyment promoted.

The Rev. Mr. Grasett then offered up the following very appropriate and impressive Prayer:—

O Almighty God, Father and Creator of all; thou who by wisdom didst make the heavens and lay out the strong foundations of the earth, we bow before thee and humbly offer up our prayers and supplications for a blessing on our present undertaking.

In all our works we depend on thy protection and power. Enable us to begin, continue and end them all in thee; for, O Lord, there is no wisdom like thy wisdom, no power like thy power, and therefore no dependence secure from disappointment, but that of making thee our trust.

Make us always mindful that in the important purposes for which we are here associated, we have constant need of that illumination to guide us, which cometh down from above. And do thou so bless our endeavours that those who shall here pursue the study of thy laws and of thy works, may be impressed with a due sense of the motives from which they should act, and the ends which they ought to seek in the whole course of their life. Thus may they pass their days and pursue their investigations with comfort and satisfaction to themselves, and, through thy mercy in Christ Jesus, enter into thy eternal rest when the hour of their departure shall arrive.

We pray thee to sanctify the pursuits of this Institute and of every kindred Society, and cause them to redound to thy glory and to the good of mankind. O let not infidelity be suffered to extend its deadly influence among men. And do thou not only preserve the profession of Christianity in the world, but pour forth the Grace of thy Holy Spirit on all who believe in its truth, that they may shew forth a greater zeal in its cause and adorn it by a more holy example.

Grant that the days of peace may return, and with them abundance of grace. Let the light of thy Holy Word and the blessings of civilization resulting therefrom spread abroad in all lands. O hasten on and delay not the day, when all, from the least to the greatest, shall have a true knowledge of thee and of thy ways—when men shall beat their swords into plowshares, and their spears into pruning hooks, when nation shall not lift up sword against nation, nor learn war any more. But if it be not yet thy will to put an end to the distress of nations, we earnestly pray thee to shew mercy to afflicted individuals, by making the sufferings which they have to endure in this life the means of their looking for that blessed hope, and the glorious appearing of our Saviour Jesus Christ.

Make us all sensible of what we owe to thee, for our quietness at home; for the uninterrupted administration of the means of grace; and for the blessings of civil and religious liberty which we so abundantly enjoy. Give us grace to make such a diligent use of these blessings, as to be daily improving in faith, holiness, charity, and all other christian virtues; that whatever be the events which, in thy righteous providence, thou mayest permit to take place in the world, or however they may affect us in our temporal circumstances, our souls may hereafter be received into thy heavenly kingdom.

These mercies we ask in the name of Our Lord and Saviour Jesus Christ; through whose mediation we hope for them, and to whom, with thyself, O Father, and the Holy Ghost, be glory for ever and ever. Amen.

The stone having been adjusted, the President then addressed His Excellency as follows:—

Though the Society, whose home is to be on this spot through many years, as we hope, of increasing usefulness, is but of recent origin, its members form already a numerous body, and are widely dispersed over the Province. It will give great pleasure to those of them who are absent, to learn, as it has to those who on this occasion are present to witness, the auspicious commencement of our projected building, and they will be grateful to your Excellency for the part which you have condescended to take in this proceeding. The efforts of the Canadian Institute to accomplish the objects for which it was organized, must for a time be feeble; and in speaking of the benefits which we trust it may be the means of conferring, it becomes us to express our hopes rather than our convictions. Yet the country which is to be the field of its operations, is said by your Excellency to be one of great promise; and, if it shall please the same good Providence, which has given to us in such abundant measure the elements of material progress, to bless us with the continuance of peace, and to maintain among our

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people the same respect for law and order which has hitherto honorably distinguished them, it cannot be unreasonable to expect that some among the natives of Canada will become eminent in the walks of science, and obtain a celebrity which will shed lustre on the country of their birth. The Government and the Legislature of this Province, which have made such strenuous efforts for the diffusion of elementary instruction among all classes of the people, have done much to encourage the Canadian Institute in the early stage of its progress; and we have no reason to doubt that they will extend to it their continued countenance and support.

His Excellency said—Mr. President and Gentlemen of the Council, before quitting this spot I must express my perfect concurrence in those hopes which you have just given utterance to. I see every reason to hope that the future of Canada will make her as distinguished in Literature and Science as she is in her present progress of a material character. I see additional reason to hope this, when a single individual—Mr. Allan—has shown such zeal and liberality in the cause by the gift made on the present occasion. It gives me a double pleasure to assist in laying this foundation stone when so noble a donation has been made by one of the individual members of the society.

To complete this present paper, we give, in addition to the interesting extracts from recent publications inserted in this *Journal* for June and August 1855 (pp. 81–84 and 116–118), the following passages from the Rev. Dr. Lillie's admirable essay on "Canada, Economic and Social."

"The present Common School system of Upper Canada had its commencement in the passing of a law in 1841—introduced by Hon. S. B. Harrison—embodying the principle of granting money to each county on condition of its raising an equal amount by local assessment. (Dr. Ryerson's Report for 1852, pp. 267, 268.)

"School Acts, amending and improving that of 1841, were passed in 1843 and 1846—the former being introduced by the Hon. Francis Hincks, the latter by the Hon. W. H. Draper,—then Attorney General, now one of the Judges of the Court of Queen's Bench. The Hon. J. H. Cameron (then Solicitor General) introduced in 1849 an Act, which was passed, establishing a system of schools in cities and incorporated towns. In 1850 these two Acts were incorporated in one introduced by Hon. Francis (then Inspector General) Hincks; which further embodied such improvements as 'experience had suggested and the progress of the system required.'

"It is to the honour of the political parties in whose hands the Government has been placed, that in whatever else they may have differed, one spirit appears to have animated them in regard to this—one of the most momentous of the country's interests.

"In 1844, the Rev. Dr. Ryerson—to whose intelligence and zeal we owe so much both of what is best in our school system and of the efficiency of its working—was appointed Superintendent of Schools for Canada West; an office which we trust he will long retain, enjoying in it the privilege of rendering to his loved native land services still more valuable than those for which she is already so deeply indebted to him."

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"Christianity forms,—as of right it ought to do among a people believing it to be from heaven,—the basis of the system, in the working out of which the clergy of all denominations are, to a large extent, combined with the people, at the same time that sectarianism is carefully avoided; the right of the parent to direct the religious instruction of his child respected, and the master protected against being called upon to teach that of which he disapproves."

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"The manner in which the Common School system is working is, on the whole, highly satisfactory. All parties concerned,—the municipalities, the boards, and the people on the one hand, and the officers on the other,—throw themselves into it with a zeal which entitles them to grateful commendation, and which is full of promise for the best interests of the country. The spirit in which the municipalities have met the liberality of the Government in its allowance of £3,000 per annum towards the establishment of Libraries is beyond all praise, the sums which some of them have voted for this purpose being very large.

"By the Act £1,000 per annum is granted in aid of the pupils in attendance on the Normal School, in addition to the sums already mentioned as allowed for its general support. The service which is being rendered the country by this excellent and admirably conducted institution is very great. And it is being well appreciated, for from every quarter application is being made for teachers trained there, whom a general disposition is being manifested to treat with liberality. The parties charged with the work of instruction in the Institution, are eminently qualified for the positions they occupy, and enjoy in large measure, not simply the confidence but the respect of their pupils—who, as a general thing, conduct themselves in a way which does credit alike to themselves and the country—and of all who stand in official connection, or have the pleasure of acquaintance with them. Of the teachers of the Model School—in which the teachers in training have the opportunity of exercising themselves—the same thing is true. Throughout the whole establishment, including Dr. Ryerson's Assistant [now Deputy Superintendent] and the Clerks in the Education Office, the spirit of the Superintendent appears to have been caught, each one feeling that an important and honorable work is entrusted to him, and throwing himself—and herself—with a hearty zeal into it. Enjoying the best opportunities of knowing what has just been stated, I feel the testimony I bear to be due to all parties, but to none more than the Government and the country at large, whose enlightened liberality has originated and is so generously fostering our whole Educational arrangements.

"To the late Governor General, his Excellency the Earl of Elgin—who laid the corner stone of the Normal School Building, and paid the institution a parting visit just before leaving the country—it is but justice to mention that he gave annually two valuable prizes of books for the encouragement of the study of Agricultural Chemistry, besides manifesting in other ways, in every way in his power, an affectionate interest in the establishment."

THE SCENERY OF CANADA.

The Rev. Dr. Lillie, in his essay on Canada, thus speaks of its scenery:—

The sublimity of Niagara will be admitted by every one possessing a heart, who looks upon it; and the surpassing beauty of the Thousand Isles. While, however, these may claim the pre-eminence, they are far from standing alone. To say nothing of our Lakes (than a sail on which, on a fine summer's day, nothing can well be more delightful), our river scenery will vie with that of any country I have seen. Even with the scenery of the Ottawa, neither that of the Mississippi nor the Missouri is to be compared. The Grand River exhibits much beauty, especially in the neighborhood of Paris and Galt, and between these two places on the south side. The spring and summer views in the neighborhood of Dundas are exhilarating in a high degree; and that from Hamilton Mountain transporting. It would not be easy to find language which could justly describe the scenery of the St. Francis, the Richelieu, Lake Memphramagog, the Yamaska, the Hills of Dunham, with many other portions of Lower Canada. Let a man of taste pass over the country, and his eye and heart will drink in delight everywhere. Who that has only once seen our forests in autumn will lose the recollection of them? But I must forbear. Canada is—and I have seen the greater part of it—emphatically a beautiful country.

Buckingham thus speaks of a sunset witnessed by him on the St. Lawrence (5th September, 1840) between Quebec and Montreal:—"The sunset upon the river was one of the richest and most beautiful that we had for a long time witnessed, and would be thought an exaggeration if faithfully depicted on canvass. I remember nothing in the Mediterranean or the Indian Obean equal to it; and only one sunset superior, which was that seen amid the forests of Tennessee, in the autumn of the last year." (162, 163.)

We take a low and unworthy view of it if we regard the beauty which the God of Nature has scattered so profusely around us, merely as a source of enjoyment; though it be that—and a source of it, too, in perfect harmony with our rational nature—it is an important means of mortal, not to say spiritual improvement, when used aright. Be it ours, then, while drinking in the joy which it inspires, to realize the higher benefits of which it is designed as the vehicle.

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In beauty Toronto will compare, whether its public or private buildings be looked at, with any city of its size to be found elsewhere. The Provincial Lunatic Asylum, Trinity College, the Normal School, the two Cathedrals, the Banks, the new Mechanics' Institute, and the Ward Schools recently erected, reflect credit on the country. So do the long lines of splendid stores, and the elegant villas which abound on every hand.

INAUGURAL DISCOURSE OF JOHN W. DAWSON, ESQ., F.G.S., PRINCIPAL OF McGILL COLLEGE, MONTREAL.

Mr. President, and Ladies and Gentlemen,—In entering on the duties to which I have been called in this place, it gives me very much pleasure to have an opportunity of bringing before this large and intelligent assemblage a few thoughts relating to those great educational objects in which I trust we are all deeply interested—objects which, I believe, can in no way be better or more rapidly advanced, than by the public discussion of the principles on which they are based and the methods by which they are to be attained.

Before entering, however, on the proper subjects of this discourse, you will pardon me, as a stranger, for saying a few words on the circumstances in which I appear, before you. Invited by the governing body of this University to occupy an important place in its management and in the work of instruction within its walls, I might, had

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I considered my own many deficiencies and the probable difficulties of the position, have entertained many doubts as to the propriety of entering on it. Believing, however, that in connection with this Institution, and in this the chief city of British America, I should have the best opportunities of promoting the study of the subjects to which I have devoted myself, and at the same time of advancing the cause of education, I determined without hesitation to cast in my lot with yours; and I humbly trust that with the blessing of God on diligent effort, I may be able to carry out the objects of my appointment.

At a time when literary and scientific pursuits are so widely ramified, every one who aims to do anything well must have his special field of activity. Mine has been the study of nature, especially in those bye-gone aspects which it is the province of geology to investigate. My only other special qualification for my present position depends on the circumstance that the wants of my native province have induced me to devote much time to inquiries and pursuits relating to popular education. I come to you, therefore, as a naturalist and educationist, trusting that I may be enabled in these capacities to render myself useful, and asking for my youth and present inexperience in the affairs of this institution, your kind indulgence, and for the work in which I shall be engaged, your zealous co-operation.

It is of course altogether unnecessary in addressing such an audience as the present, to dwell on the value of education in general. All who hear me will admit without hesitation that mental and moral culture are the only true foundations of the usefulness, prosperity, and greatness of individuals and of nations, and that no department of the social machine should be more zealously watched, more highly esteemed, or more liberally supported, than that which professes to train for a successful entrance on the business of life, those who will be the men and women of a few years hence. Nor need I insist on the truth that, in young and growing countries, where all is in a state of growth and transition, where boundless industrial resources are waiting to be drawn forth, where new social and political institutions are to be built up; and above all in a free country, where every one must think and act for himself in the most important concerns of life, and where any one, however humble his original position, may rise to places of the highest trust and influence, we should be content with nothing less than the highest possible education of the greatest possible number.

Such principles are now universally recognised in their bearing on Common School education, and they are not less applicable to the higher instruction with which we have now to do. In the higher institutions of learning, as well as in the lower, success must be attained by seeking as wide an utility as practicable, with as high a standard as possible of preliminary qualification and final culture. Nor are the difficulties of securing these ends in the higher walks of education less than in the lower. Experience rather tends to show that they are greater and less easily overcome.

It is a grave and common error to suppose that collegiate education has reached a point where it may safely remain stationary,—that its course has been unalterably fixed by authority and precedent. It is an equally serious and prevalent error, to take it for granted that it has attained its full extent of developement when its benefits are confined to a few professional men and persons of wealth and leisure. Such views cannot in the present state of the world lead to the highest prosperity of collegiate institutions, nor cause their humanising and elevating influences to be extensively felt on the mass of society. Happily in our day wider views are becoming prevalent, and no subject has of late been more extensively agitated in educational circles than University reform. This reforming spirit has not only stamped its impress on all the newer Colleges, but has made a powerful impression on the oldest Universities on both sides of the Atlantic; and its tendency is to make the carefully elaborated learning of all the great academic centres become more fully, than it has yet been, the principal moving power in the progress of practical science, of useful art, and of popular education. As illustrations, I need only refer to the reforms now in progress in the great English Universities, to the recent establishment of a Technological Chair at Edinburgh, to the Scientific Schools of Harvard and Yale, to the special courses of practical science in the new London Colleges, and in the Queen's Colleges of Ireland, and to the similar improvements in Brown University, in Amherst College, and in the University of Toronto. The statutes of our own University contemplate similar improvements, and in its Medical School we already see an illustration of the splendid success which may attend their full introduction.

We may well ask, why should it not be so? In a period of great mental activity, when the world is straining after new truths and new utilities, and casting its old sloughs of prejudice and error, why should the Universities lie behind? Should they not rather move in the van, and annually send forth their students armed with the newest weapons to do battle with the most recent errors, and prepared to explore the regions that lie beyond the circle of present knowledge. These modern views of University reform, in truth, mark most fully and accurately the true place and utility of the higher education. The College is intended, in the first place, to take the young man where the School leaves him, and develope its elementary training into the more matured mental habits of the man of business, the professional man, and the scholar. It finds its subjects schoolboys; it aims to leave them men fitted to act creditably in the circumstances of their age and country, and to mark out and pursue those courses in life to which their tastes and powers incline them. In the second place, while it is the province of the University to preserve the literature of the past, it does so for the benefit of the present; and if it endeavours to gather into one focus the scattered sparks of light eliminated in different countries and by different minds, it does so that it may pour their accumulated radiance on the part of every young aspirant to honour and usefulness. In this view its stores of ancient and foreign learning, are not so much intended to form the character and limit the aims of the student, as to place him on a vantage ground whence he may mature a higher character, and if possible work out nobler results. In the third place, since the maintenance of collegiate institutions must practically depend on the acceptance of the great truth, that the progress of every society must be in proportion to the amount of enlightened mental activity that can be brought to bear on it, it follows that this practical collegiate instruction should not only leaven all who move in the higher walks of life and more learned professions, but should be extended as far as possible to all whose pursuits are in any way connected with science, with literature, or with refined taste.

The practical results to which such views lead with reference to the collegiate instruction suited to Canada, may be summed up as follows:

1st. Our college courses must not attempt to gain support by descending to the level of the schools; but must depend on that portion of the young men of our country who desire a higher and more extended course of instruction, and are willing to devote a few years to this object.

2nd. To merit success, our collegiate institutions must endeavour to provide a course of study embracing all the important subjects included in such courses in other countries, and these taught in such a manner as to establish the value of their degrees by the success of their graduates in active life.

3rd. To secure wide usefulness, collegiate institutions should be prepared to give the preparatory instruction demanded for the learned professions, and special courses of practical science suited to the circumstances of those who, while they desire instruction in some of the departments of college study, do not require to attend to all.

To the illustration of these points, more especially in their connection with our own institution, I design to devote the remainder of this discourse, even at the risk of dwelling on subjects, that to some of my hearers, may appear trite and common-place, but which yet are so important and so much misunderstood or misrepresented, that I think no apology necessary for adverting to them at some length.

First then, it is essential to the character of college instruction, *that it shall succeed in time and excel in elevation the teaching of the best elementary schools.* The question of time involved in this statement, though sufficiently simple and intelligible, is in reality one of the greatest obstacles to the success of collegiate institutions in these Colonies. The demand for labour is so great, and the avenues of lucrative employment open to any one who has received a good school education are so numerous, that it is difficult to induce young men to devote several years to an expensive and tedious course of collegiate instruction, when the time and money so expended might materially advance their fortunes in life. In like manner those who enter on a college course often arrive too young, and with a too slender amount of previous instruction, and have reason to complain in after life that they have been driven through their more advanced education while their minds were too immature fully to appreciate the studies in which they were engaged. I am aware that an influence of this kind, rooted in the social state of the country, cannot easily be reached by argument. It ought, however, to be taken into the account that the higher mental training is valuable for its own sake, and even if not directly necessary for the particular business which the young man may have in view, may at a future time be indispensable to enable him to act creditably and usefully in other positions into which he may rise or be thrown by the urging fluctuations of life. No man can fail to find a liberal education a pleasant and useful companion through life, adding new charms to every innocent enjoyment, giving grace and dignity to the character, and making itself practically useful in a thousand unexpected ways. In the great majority of cases the ultimate loss from hurrying young men from the schools into the work of life, is far greater than the immediate gain from the saving of the time that would be occupied by the collegiate course.

The higher education from the College does not, however, rise above the instruction of the school, merely because it follows it in time, but because its subjects are changing in their tastes and powers. The perceptive powers and memory very early attain perfection, but the reasoning faculties, the imagination, and the taste, are of slower growth, and the function of the school usually ceases just when they are beginning to manifest themselves in their strength. The higher

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course of instruction finds its true place in ministering to these growing powers: it leads the student into subjects for which he had neither taste nor ability; it stores his mind with new facts in departments of knowledge to which the teacher in the preparatory school could not usefully direct his attention; it leads him to the grouping of the individual items of his knowledge under the principles to which they are subordinate, and thus to arrange and systematise his ideas, and rise to those general views which constitute science properly so called. It thus not only enlarges his views of nature of art, and of his own constitution and relations; but gives him the mastery of his knowledge for practical purposes. It cultivates his powers of expression and of literary taste and criticism, and thus gives him readiness and self-reliance as a thinker, a speaker, and a writer. It opens up to the mind boundless fields of useful and pleasurable exertion; thus stimulating it to healthy activity, and causing it to cast aside the lower excitements which the less instructed youth deems manly, and to nerve itself for earnest labour, by self-denial and the hard tasking of its powers. It dispels narrow views and prejudices, and liberalises the mind; while it arms it against the errors and impostures that on every side make their prey of the ignorant. It thus has, in relation to the growing powers of the student, an outward or objective utility, depending on the extent and practical value of the instructions which it affords, and a subjective utility depending on the high and harmonious development which it gives to the powers of the soul itself; and both these require that it should be in its nature and scope superior to the instruction of the schools, and that it should be communicated by the most eminent men who can be obtained in its several departments.

It may be said that this is what college education should be, rather than what it is. In good institutions of learning, however, it does rise to this position, and under the next branch of the subject we have to consider more in detail the means by which it does so.

II. To merit success, a collegiate institution *must endeavour to provide a course of study embracing all the important subjects included in such courses in the more improved Universities of other countries, and these taught in such a manner as to establish the value of its degrees by the subsequent success of its graduates in the active occupations required by our country.* When we enquire, however, what are the elements of the course of study adapted to these objects, we enter on one of the battle-grounds of university reform. One authority maintains that it is too much the practice to condemn young men to pore over Greek and Latin during the most precious years of life, when the wide field of modern literature and science lies open before them. Another urges the honoured example, the profound scholarship, the gigantic mental achievements of our ancestors, in defence of the course of instruction which they have handed down to us. Among those who hold the former view, there are so many subordinate differences of opinion as to the extent and manner in which scientific studies should be introduced. Among those who hold the latter, there is no small controversy as to the relative preponderance of classical or mathematical learning.

On such a subject, it becomes us to exercise a wise caution. We should not blindly follow time honoured precedents, nor rashly venture on new and untried projects. It will be well for us here, with that wise spirit of eclecticism, which the common sense of the people of this country is daily applying to our political institutions, our school systems, and our industrial pursuits, to study experience abroad, and gather from every source that which approves itself as useful, and suited to our peculiar circumstances.

The more ancient English Universities were, in their origin, rather theological and monastic, than educational, in the modern sense of the term. As a writer in the *Quarterly Review* well expresses it:—"the education of young men is one of their objects, but distinctly not the primary one—that is, *at studendum et orandum*, to encourage the systematic study of the arts, first by way of preparation, and then of divinity, by persons enabled by the munificence of the founders to consecrate their time to deep reading." The first end of the University was thus rather to preserve learning, and to support those who devoted themselves to it, than to attempt its diffusion. The means adopted to secure such ends must clearly be different from those proper to the objects of Colleges in such countries as this.

In the revival of learning, when it began to emerge from the cloister, and to take its place in the active life of the world, the absence of indigenous learning obliged even the most progressive and original educationists to appeal rather to the learning of the past than to that of their own time. It was only by disinterring the rich treasures of classical antiquity, that literary capital could be obtained wherewith to commence the work of mental elevation. Nothing could, in these circumstances, be more natural and proper than that the best existing models of style and thought should be made the basis of liberal education. Mathematical science, itself a product of the mind of antiquity, at the same time claimed attention, and some of the earliest educational controversies turned on the rival claims of classical literature and mathematics, as means of mental training and educational progress.

Such controversies were, however, inseparably connected with the greater question of practical science, as contrasted with that barren philosophical spirit "meanly proud of its own unprofitableness," which runs through the whole of classical antiquity and the middle ages. We greatly err, if we suppose sound practical views on this subject to be altogether of modern discovery. No one can better state the most advanced doctrines of University reformers than Bacon: "*Meditor instaurationem philosophiæ ejusmodi, quæ nihil inanis aut abstracti habeat, quæque vitæ humanæ conditiones in melius provehat.*" We are still but carrying into practice this great principle of the Baconian philosophy, and the views of our most advanced educationists are but the echoes of the great expositor of the inductive method. In proof of this, I may quote the following general statements from the latest discourse of Dr. Wayland, so well known in connection with the improvement of the higher education on this continent:—

"First, every branch of study should be so taught as to accomplish both the results of which we have been speaking; that is, it should not only increase our knowledge, but also confer valuable discipline: and it should not only confer valuable discipline, but also increase our knowledge; and if it does not accomplish both of these results, there is either some defect in our mode of teaching, or the study is imperfectly adapted to the purposes of education.

"Secondly, there seems no good reason for claiming pre-eminence for one study over another, at least in the manner to which we have been accustomed. The studies merely disciplinary have valuable practical uses. To many pursuits they are important, and to some indispensable. Let them, then, take their proper place in any system of good learning, and claim nothing more than to be judged of by their results. Let them not be the unmeaning shibboleth of a caste; but, standing on a level with all other intellectual pursuits, be valued exactly in proportion to their ability to increase the power and range and skill of the human mind, and to furnish it with that knowledge which shall most signally promote the well-being and happiness of humanity.

"And, thirdly, it would seem that our whole system of instruction requires an honest, thorough and candid revision. It has been for centuries the child of authority and precedent. If those before us made it what it is, by applying to it the resources of earnest and fearless thought, I can see no reason why we, by pursuing the same course, might not improve it. God intended us for progress, and we counteract his design when we deify antiquity, and bow down and worship an opinion, not because it is either wise or true, but merely because it is ancient."

To the same effect are the following remarks of the enlightened and scientific nobleman, who presided over the last meeting of the British Association, in his introductory address, a production which should be studied by every friend of popular education;

"And this, gentlemen, brings me to say that the advancement of science depends above all things, on securing for it a better and more acknowledged place in the education of the young. There are many signs that the time is coming when our wishes in this respect will be fulfilled. They would be fulfilled, perhaps, still more rapidly, but for the operation of obstructing causes, some of which we should do well to notice. How often do we find it assumed, and that those who urge the claims of science are desirous of depreciating some one or more of the older and more sacred branches of education! In respect to elementary schools we are generally opposed, as aiming at the displacement of religious teaching; whilst in respect to the higher schools and colleges, the cudgels are taken up in behalf of classical attainment. But surely no enlightened friend of the natural sciences would seek to challenge this imaginary competition. We cannot too earnestly disclaim the idea that the knowledge of physical laws can ever of itself form the ground-work of any active influence in morals or religion. Any such idea would only betray our ignorance of some of the deepest principles of our nature. But this does not affect the estimate which we may justly put on an early training in the principles of physical research. That estimate may not be the less a high one, because it does not assign to science what belongs to other things. There is one aspect in which we do not enquire to plead the cause of science as an element in education, and on that, therefore, I shall not dwell. I mean that in which certain sciences are recognised as the essential bases of professional training, as, for example, when the engineer is trained in the principles of mechanics and hydrostatics, or the physician in those of chemistry. Of course, with every new application of the sciences to the arts of life this direct influence will extend. But what we desire, and ought to aim at, is something more.

It is, that abstract science, without special reference to its departmental application, should be recognised as an essential element in every liberal education. We desire this on two grounds mainly; first, that it will contribute more than anything else to the further advancement of science itself; and secondly, because we believe that it would

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be an instrument of vital benefit in the culture and strengthening of the mental powers."

As the question stands in our time, it really depends on the fact that the seeds of classical and mathematical knowledge so widely sown by the revivers of learning, have borne, and are bearing, so vast and varied fruit, in the growth of modern literature and science, that the educator scarcely knows how to select from its overflowing riches. Hence, if we adopt as our guide, the utilitarian maxim of Bacon, and define our utility to consist, first, in mental culture for its own sake, and, secondly, in the application of that culture to the material welfare of our race, the questions remain—Are these ends to be attained by a limited or wide course of study, by confining ourselves to the subjects which were originally employed to revive sound learning, or by having recourse largely to modern literature and science? and, To what extent can these be profitably combined in the limited time allowed to our course of study?

I shall endeavor to answer these questions by glancing individually at those branches of study which appear essential to a thorough and useful course of instruction, with some remarks on the relative degrees of prominence which should be assigned to them, and their place in our own University. I shall take them in their historical order, rather than in that in which they are taught.

First, then, on the distant verge of hoar antiquity, we have that old Semitic literature which may hold to that even of Greece the language which Plato ascribes to the Egyptian Priests. "Ye Greeks still remain ever children; nowhere in Hellas is there an aged man. Your souls are ever youthful; you have in them no knowledge of antiquity, no ancient belief, no wisdom grown venerable by age." The first and most important representative of this early oriental light, is the sacred literature of the Hebrew—that simplest, yet noblest of the tongues known to our schoools, the vehicle of God's earliest communications of His will to man—a literature which sheds a brilliant beam of light along the whole path of civilization, widening and deepening in intensity as it reaches our time, and as a more careful and accurate criticism developes its hidden beauties, and makes known more fully its significance. I could wish that the critical study of the Divine literature of this venerable tongue, in all its varied literary and moral beauties, were more than it ever has been a popular, as well as professional, subject of collegiate instruction. Other early oriental literary remains might, I think, in connection with biblical literature, well claim the attention of the student, and should form important branches of our course of history. More especially is this true of the interesting historical remains of Eygpt and Assyria, which bring before us in such vivid reality the oldest empires of the world, revealing the origins and elementary forms of the arts which we have been accustomed to admire in their secondary development in Greece. Early Oriental literature has hitherto been confined principally to theological education. It is represented in McGill College by our chair of Hebrew and Oriental Literature, though, I am sorry to say, that as yet we have no class in this department; but I trust that this and other parts of our course, which might be made useful as preparatory studies for the Christian ministry, may soon come into demand, in connection with the affiliation of theological seminaries to our University.

Descending to a more modern period, we have the noble literature and language of the Hellenic races, themselves learners from the East, and it would seem incapable of fully appreciating the sterner and more exalted religious ideas of the Semitic nations; but gifted with a vividness of imagination, a delicacy of taste, and acuteness of intellect, that have enabled them to transmit to us models in literature, art, and abstract science, that cannot be excelled. Certain grand prominent points in this literature are landmarks in the progress of the human mind. The greatest of epic poems, breathing at once the air of the east and west, burst on us at the very threshold of Greek literature. A little farther on the father of European history presents his enquiring and thoughtful countenance. Passing over a crowd of inimitable poets, dramatists and orators, many of whom still live as powers in the earlier and later periods of this literature, mathematicians, physicists, naturalists, and metaphysicians, whose influence is still strongly enstamped on our modern science. Finally, the extensive diffusion of the Greek tongue, after the conquests of Alexander, rendered it the fitting vehicle for the dissemination of the truths of the Gospel, a circumstance which, independetly of all other considerations, must forever embalm this fine language in the learning of all Christian nations.

Roman Literature represents the true middle age of the world, connecting forms of thought and of civilization which have altogether passed away, with those which under various modifications still subsist; and linking the language, the politics and the jurisprudence of the present inseparably with those of the past. Its study thus becomes, without taking into the account the merely literary merits and beauties of the Latin authors, an object of undeniable importance to the professional man, the man of science, and the English scholar.

The large obligations that we owe to the literature of classical antiquity, as well as its present value, are thus sufficient to retain it as an important element in the higher education. The only danger is that the time of students may be so occupied and their minds so filled with such studies that they may go from our colleges armed with an antique panoply more fitted for the cases of a museum than to appear in the walks of actual life. Such results of the too exclusive devotion to ancient literature have undoubtedly given rise to just complaints, and in some instances have threatened to sweep away such studies altogether from the collegiate course; while there can be no question that the wide-spread dissatisfaction arising from this cause, and from the apparent want of applicability of collegiate studies to the ordinary pursuits of life, has been largely influential in withdrawing public sympathy and support from the higher institutions of learning. In avoiding these evils, however, it is by no means necessary to rush into the other extreme. We cannot yet afford altogether to neglect classical studies, even as purely practical branches of learning. No one who weighs aright their influence on his own mental growth can doubt this. Even those of us who have been prevented by the pressure of other studies and the attractions of other tastes from following out their studies into a matured scholarship, have to thank them for much of our command over our own language for much breadth of view and cultivation of taste; for much insight into the springs of human thought and action, and even for some portion of our appreciation of that higher light which we enjoy, as compared with those ancient nations, which with all their wisdom and civilization knew not the true God, and in consequence of that deficiency appear to our more enlarged views, even in their highest philosophy, but as children playing with the "golden sands of truth."

It is fortunately a well established principle that the power of verbal memory attains perfection much earlier than that of reasoning and generalization. Hence the lingual drudgery of early classical study is properly the work of the preparatory school, and the student should enter college prepared to relish the higher beauties of classical literature, to study them with a discriminating and philosophical spirit, and in some degree to mature his acquaintance with them without any delusive devotion of his time and attention. Such it is to be hoped, with the aid of our excellent High School, will be the course pursued in McGill College; and I think the public may rest assured that, under the careful and conscientious teaching of Dr. Davies, nothing really important in this department will be overlooked, while those members of the Faculty of Arts, who have the charge of other departments, will take care that it attains no undue pre-eminence.

Turning to those departments of learning which, in their origin or full development, belong to our own time, we are bewildered by the crowd of studies which urge their claims, and it is here that the grand difficulty meets us of compressing a sufficiently thorough acquaintance with a sufficiently wide field of learning into the narrow limits of a College course. There are, however, certain subjects of sufficiently large importance to permit no hesitation as to their claims.

I may here merely refer to the *modern European languages*, respecting the practical value of some at least of which it is unnecessary to say one word. The French and German languages are well represented in our institution by Mr. Markgraf, and within the last few days we have arranged to devote an additional hour to these subjects, so as more fully to subdivide the classes; an arrangement which I have no doubt the students will welcome as a boon.

But I would desire more particularly to notice, as deserving a high place in collegiate education, our own *English tongue*, which bids fair, like the Greek of old, to be the principal vehicle for the world-wide diffusion of the highest ideas in science, in politics, and in religion; and which possesses models of lofty thought and of elegant expression equal to anything in classical antiquity, and more intimately connected with our better political institutions, our higher religious views, and our greater advancement in the arts of life. The philosophical study of its grammar and philological relations, the principles of style and composition, the critical examination of its highest literary productions, and the history of its literature, are of paramount importance to men in any profession or occupation that may at any time require them to speak in public, or to write their mother tongue.

Connected with the last mentioned studies in our course of instruction, are Logic, Mental and Moral Science, subjects which it appears to me are invaluable as a means of intellectual training, abounding in rich and suggestive speculations, and in true and subtle trains of argument, turning the mind inward to study its mysterious essence and operations, leading the student on the one hand to those obscure regions in which many of the mightiest intellects have stumbled and fallen, and on the other to those clear and beautiful methods which are the working tools of modern philosophical enquiry. It forms, when properly viewed, at once a rich mine of mental culture, and an excellent preperation for every-day business. It is true, that taken in the mass, no department of knowledge is more overloaded with worthless trifling or dangerous error; yet for this very reason it demands attention, and all the more labor on the part of the judicious teacher to keep himself abreast of the progress of investigation, and to sieze those great

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leading points which are of real value. The two last departments belong, in the McGill College, to Dr. Leach, whose scholarly attainments and long connection with the Institution as the head of its Faculty of Arts, have established for him an high place in your respect and confidence, and I hope that the committal of this important department of English literature and mental philosophy to his care, will be regarded as a pledge that much is to be made of it in our course of instruction.

We must now, however, direct our attention to the Physical Sciences, based on mathematical truth and on experiment; sciences which, independently of their intrinsic charms and value, have in our day established a connection so intimate with every department of mechanical, manufacturing and agricultural art, that without them the mutual welfare of nations cannot be sustained, much less advanced. I fear that the practical busy world scarcely yet recognizes this dependence of art on abstract science. Art, it is true, has often taken the lead of science and developed results before their causes were understood; but this is sometimes rather apparent than real, and on the other hand inventions which have their origin in scientific principles have become so rapidly diffused and so generally practised, that we are apt to forget the long series of investigations, the agitation of obscure scientific questions, and the indirect influences of even the doubts and difficulties of learned investigators, which have conspired to strike out the first parts of such practical applications. The more we enquire into this subject the more will we be persuaded that the difference between the stationary condition of the arts in some ancient and modern semi-civilized nations, and their rapid progress among us, consists, to a great extent, in the more or less active pursuit and general diffusion of abstract science. Science has a double reward, first in the interest of its new facts and the ennobling general views to which it leads, and, secondly, in its valuable and often unexpected applications. The long series of inquirers who, from Galvani and Volta down to our own time questioned the occult and mysterious principle of galvanic electricity, were each rewarded by beautiful and striking discoveries, though they anticipated as little as the world that looked carelessly on their experiments. The result in that wonderful telegraph communication, that now, in the hands almost of children, is at once the latest and greatest marvel of practical science, and a potent aid to commerce and civilization. The scientific investigator and the academical professor may not be actual inventors; but they furnish the knowledge which leads to invention, and they train the leading minds of society to appreciate and bring it into successful operation. Hence the school of abstract science is really one of the great moving powers in the material prosperity of nations.

Under this head it is unnecessary to refer to the importance of Mathematics as a means of rigid mental discipline, of industrial art, and of scientific progress; nor is it necessary even to name all those important branches of Physics which come under the denomination of Natural Philosophy. I rejoice to say that Professor Howe, who has earned so high a reputation as the head of the High School, will in the present month, without, however, withdrawing himself wholly from the oversight of the school, in which he is to have the aid of an assistant master, assume the chair of Mathematics and Natural Philosophy in the College, and will as soon as possible commence a course of lectures on Physics, illustrated by the excellent apparatus of the Institution, which has been for some time lying idle.

Chemistry, whose claims are equally great with those of any department of Natural Philosophy, has not hitherto formed a part of the undergraduate course in this Institution, but it is hoped that before next session arrangements will be made to make the course now delivered in connection with the Medical Faculty, accessible to the students of arts in one of the sessions of their course.

I now come to the great group of sciences included under the name of Natural History, and comprising all that we can learn by the observation and arrangement of the works of creation, both in their present aspects and in those which they have presented in past time. Natural History, as cultivated in our time, is young and of rapid growth, and is even now only taking the place which its value as a means of training the observing powers and of enlarging our conceptions of nature, and as an auxiliary to industrial and fine art, demands for it. Zoology and Botany have for some time been necessary parts of medical education in many of the principal medical schools, and they will henceforth be accessible to students here. Geology and Mineralogy have been recognised by the governments of most civilized countries as important aids to material progress, and that they are so regarded here is witnessed by the admirable survey now in progress under my friend Mr. Logan, than whom no one would, I am sure, rejoice more in the diffusion of such a knowledge of his science as should render his labors more generally useful by making them better understood, and should increase the number of original enquirers. I hope before the close of the present month to commence a course of lectures on Natural History, for the benefit of the students of the Medical Faculty and Faculty of Arts, and of such other persons as choose to avail themselves of it. I hope, also, in connection with this department, to form a Museum of Natural History, and shall be very thankful for any aid that may be given by individuals or public bodies towards such a collection.

Such is a very general view of the course of instruction adopted by us, and, as we believe, adapted to the present wants of this country, as a preparation for the learned professions and for general usefulness.

Can any parent doubt that such a course of instruction is worth its time and cost; or that when conjoined with the moral and religious training which it is the highest study of every parent to impart, it will tend to enable his children to do credit to his name and memory.—Many who in this province have risen to wealth and consideration, have not enjoyed the benefits of a liberal education, yet these may be necessary to enable their children to retain the position which their fathers have acquired; and I can assure them that no man worthy of the name will ever cease to bear in grateful remembrance the parent whose toil has realized and whose affection has bestowed the means of mental culture and of high and honourable usefulness. I was lately informed by a gentleman connected with Harvard University, that a large proportion, probably a majority, of the principle buisness men, natives of Boston, are graduates of that university. Perhaps no other city could say as much, and I think in this fact we may trace at once a cause and indication of the high intellectual tone, the successful commercial and municipal management, and the admirable school system of a city which claims the title of the Athens of America. May the time come when McGill College may be to Montreal what Harvard has been to Boston.

In connection with our general course, there is one very important topic to which I would here refer—the moral discipline of the university. I know it to be an objection urged against academical institutions, that they foster tastes anything but practical or useful, that their pupils often acquire frivolous tendencies, and habits adverse to business usefulness. Where numbers of young men are congregated at a distance from home, and under defective discipline it must be admitted that such evils are too often produced. They originate mainly in the bad habits which they are allowed to communicate to others; and are aggravated by a want of earnest practical character on the part of instructors, and the consequent failure to excite enthusiastic devotion to the subjects of study. They are also promoted by the collection of students in college boarding houses often little adpated for any efficient oversight of their manners or morals. By a more domestic system of boarding for pupils from a distance, by attention to the interests of the students, and by keeping them fully employed, we hope here to avoid those evils. One feature of this institution which may be regarded by some as of injurious influence in this respect, is its want of connection with any religious denominations. This, however, by no means implies that it shall be irreligious. On the contrary, it may be the object of the careful attention on the part of the college authorities, that each student shall be placed in communication with authorized religious teachers of the denomination with which he is connected, and shall attend their ministrations. I think I may pledge myself for all the gentlemen of the college faculties, that we shall be happy to fulfil this office in the case of any young men whose guardians may entrust us with it, as well as on every fit occasion to cultivate religious sentiments and respect for the great precepts and doctrines of christianity.

III. Our third general statement was that our University *should provide professional courses of study, and also selected or special courses, for those who, while they desire instruction in some departments do not require to attend to all.*

In the first of these directions of useful exertion, McGill College already occupies a high and honourable place. Its Medical Faculty is second to none in America, and presents one of the noblest instances anywhere to be found, of the results which may be attained by the almost unaided exertion of able men throughly devoted to their work. Its announcement for the present Session shews a staff of eleven Professors, providing for all the important branches of Medical Science. It has a library of 2,200 volumes, an extensive series of preparations, and excellent arangements for Hospital practice and dissections. Its pupils in last Session numbered sixty-eight, derived from all parts of Canada; one-half of them being from the Upper Province, a proof, not of the absence of competition, for there are other good schools, but of the pre-eminence of this. It has sent forth, since 1833, one hundred and fifty graduates, most of whom are engaged in practice in Canada, a few in Great Britain, and several in the army, to the commissions in which the graduates of this School are now eligible. The value of such a school consists not merely in its furnishing within the Province a thorough medical education, but in its power to adapt that education to the modifications of practice which in every country result from climatal conditions and endemic influences. Nothing in connection with education in this city, offers more just cause of pride, or of hope for the prosperity of our institution, than the success which has attended the labours of the Medical Faculty.

The nature of the preparatory training for the legal profession practically limits the classes of our Law Faculty to the students within the city, but it is gratifying to know that the character of the instruction

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and the advantage which it affords in shortening the term of apprenticeship, have secured the attendance of a very respectable proportion of those students. I have much pleasure in stating that the Law Faculty will commence its operations in the present session with an augmented staff of instructors. It will number two Professors, and two Lecturers, all men of high standing, and prepared to give instruction in Commercial, Civil, and Criminal Law, Jurisprudence and Legal Bibliography and Customary Law, and the law of Real Estate. Under these new arrangements increased efficiency may be anticipated; and we hope, in connection with a course of commercial instruction, to make at least one of the classes of the Law Faculty more extensively useful than to the merely legal students.

The department of Theology cannot be introduced into McGill College, but the advantages of the institution are available for all the preliminary training of a secular character that may be required; and by the provisions in its statutes for the affiliation of other institutions, it offers its assistance to any theological seminaries that may be erected in its vicinity.

In the direction of a school of practical science all that has yet been done is to offer access to any of our lectures to all persons who may desire to attend them without entering themselves as regular students, and the provision of popular evening lectures for the benefit of the public. It is in great part to facilitate attendance on these means of instruction that the classes have been temporarily removed from the original buildings of the University to the Hall in which we are now assembled.

During the present winter it is intended to deliver a popular course which will embrace the subjects of Natural History, Chemistry, Natural Philosophy and Civil Engineering, a combination of interesting and important subjects which should attract large audiences. It is also proposed to make the College Library, now containing a large number of valuable works, available as a public library of reference, by allowing any person to consult books on obtaining an order from any of the Governors or Professors.

These provisions, however, by no means exhaust the field of usefulness in this direction; and it is in contemplation, in the session of next winter, to institute in connection with the Faculty of Arts certain Special Courses, bearing on some of the principal lines of industrial occupation, in the hope that in this way we may induce many young men who would otherwise receive none of the benefits of collegiate education to attend to certain selected classes. We propose, then, to attempt the establishment of the following Special Courses, each to extend over two years, and to entitle the student, on examination, to a certificate or diploma.

1. A course of Civil Engineering. This will embrace English Literature, Mathematics, Natural Philosophy, Chemistry, Geology and Mineralogy, Surveying and Civil Engineering, including the construction of machinery. Such a course will be exceedingly serviceable, not only to all young men about to enter on the profession of Civil Engineering, but to many others more or less closely connected with the public works or manufactures of the Province. In this department of engineering we hope to enlist the taleuts of one of your Civil Engineers whose name is favorably known wherever the public works of Canada have been heard of.

2. We also hope to commence a Course of Commercial Education, including English Literrature, History and Physical Geography, Mathematics, Chemistry, Natural Philosophy, Natural History, Modern Languages, Commercial Law; and if suitable arrangements can be made, Lectures on Political Economy. It is scarcely necessary to point out the advantages to the young men of Canada, and of this city in particular, which much must result from the successful establishment of such a course.

3. A further extension of our Courses of Study may be effected in the direction of Agriculture. Throughout the Colonies attention is now being directed to these scientific principles of farming which have effected such wonders in Great Britain, and the introduction of which is imperatively demanded in all the older and more worn out districts of this country. I have no doubt that there are within reach of Montreal a number of enquiring and intelligent young farmers, who would gladly avail themselves of such a course during the winter months. It would include the following subjects:—English Literature, Natural History, Natural Philosophy, Surveying, Agricultural Chemistry, Practical Agriculture, and Management of Farm Animals.

These special courses will, I believe, rather build up than detract from our general under-graduate course, while they will certainly extend our usefulness, and give us increased claims on the support of the community; and thus tend ultimately to increase the demand for collegiate instruction, while in the meantime they will give an important impulse to practical science and the arts of industry.

I have now closed the view which I proposed to give of the course of collegiate instruction adapted to the circumstances of this country. I have endeavored to give a plain statement of its true place in relation to the lower institutions of learning, of the elements which should enter into its course of study, and of the modes in which its influences, may be extended and rendered practical, and I have endeavored to apply these views to the condition and prospects of this University. I have not wilfully over-estimated the capabilities of this institution, nor promised anything that, with our present means, may not be accomplished. I trust I have shown that we are disposed to work for the benefit of the public, and to offer to it substantial advantages in return for such measure of countenance and support as it may afford to us; and I trust that our efforts may be so far successful that no Canadian may be able justly to complain that he is under the necessity of going beyond his native Province for an education that will enable him to take his place side by side with the best educated men of other countries.

The present seems to be a time highly favorable for enterprise in the higher education of Canada. With natural resources and political institutions inferior to those of no part of the world, British America appears to have entered on a course of industrial and mental development whose results it is hardly possible to predict. The storms of party animosity which once convulsed these Colonies have to a great extent subsided into an honorable rivalry in the promotion of the great interest of the country. The highest public employments are opened to the ambition of all; great public works and mining and manufacturing enterprises are calling for skilled labor; agriculture is passing from its rude soil-exhausting stage to the rank of a scientific art; increasing population and wealth are constantly opening new fields for professional labor; the extension and improvement of elementary education are at once requiring higher attainments on the part of those who aspire to public positions, and offering to them the support of a more enlightened public opinion. The demand for educated men must thus constantly increase, and it is by fostering good collegiate institutions that this demand can be supplied in the best way —by training among ourselves the minds that are required.

In conclusion, allow me to congratulate the citizens of Montreal on the munificent endowment on which this Institution is founded, and on the important circumstance that its management and its benefits are limited to no sect or party; but, as literature and science ever should be, are open to all. Let us hope that, standing on this broad basis, McGill College may ever exemplify the wise motto of your city arms, and that the utmost possible success and permanence may attend the united efforts of its friends in behalf of good learning.

Papers on Practical Education.

EDUCATIONAL INFLUENCE OF MUSIC.

"O Music! sphere-descended maid!
Friend of Pleasure—Wisdom's aid!
* * * *
Where is thy native simple heart,
Devote to Virtue, Fancy, Art?"—COLLINS.

It is only within the last few years that Music has been recognised as an important element in elementary education. Considering that there is an innate desire in human nature to listen to the sweet voice of harmony, and that most people gratify that taste in some way or other, a knowledge of music is thought a necessary qualification for a schoolmaster. The great amount of good, which it is capable of effecting, enhances its value in the eyes of educators. Supposing that it formed no element of social life, the masses would get some sort of melody for themselves, however questionable its sort. The gratification of employing the vocal powers in the formation of melodious sounds, entices nearly every one to its practice.

Children, in their earliest infancy, are much affected by its sounds. When peevish or ill, how quickly the mother's soft lullaby soothes their spirits, and hushes them to rest. As soon as they can totter on their legs, they form in busy groups round the straggling fiddler and the strolling barrel-organ. Are they absent for any time from home? Be sure the parent knows the cause, if music floats on the wind. When schoool-life commences, the morning hymn of grateful adoration is listened to with eager attention, and, ere long, the voice of the new comer is heard joining in the strain.

To foster this feeling, in order to make it an assisting agent in the formation of the moral character, music is required to be practised in most elementary schools, and, where feasible, a little of the theory taught. Its influence in schools is great; indeed, the emotions produced in the children are indescribable. It soothes and softens the passions; affects and refines the feelings, and rouses the laggard into life. Are the children's spirits high, noisy? A soft melody will prove as effectual as oil to a troubled sea! Witness the effect produced upon the most unruly, as some dead warrior is borne to his last resting-place. At the beat of the muffled drum, and the solemn strains of the "Dead March," a solemn silence reigns around, a calm steals over every face, and the tear of sympathy dims many an eye.

To this working of the feelings, by the employment of soft airs, many

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teachers owe much of their success in religious instruction. Before giving a Bible Lesson, it is desirable that the feelings of the children should be made consonant with the sacredness of the subject. This is done successfully in most cases, by beginning with a hymn, and thereby "diffusing round an holy calm." On the contrary, when they are exhausted by mental activity, or by other causes, a march to the sound of some lively measure will restore vigour and banish gloom.

Music may be made the channel of conveying choice poetry to the mind. In fact, Poetry and Music are twin sisters, for they

"Grew together,
Like to a double cherry, seeming parted,
But yet an union in partition,—
Two lovely berries moulded on one stem."

By such means the morals may be improved, and the taste cultivated. The poetry of a song will ever be remembered, while any recollection of the tune remains. Patriotic sentiments and loyalty may thus be implanted in all. National airs help to cherish a love of fatherland, and energize the hearts of patriots and warriors when battling in their country's cause. In the late attack on the Malakhoff by the French, it is said that one of their divisions sang in chorus a national air. What a contrast it must have been to the roar of cannon, and the roll of musketry! How their courage must have been strengthened by the remembrance of their native land, called forth by that song!

As life advances, when school days end and daily toils begin, young people's hours of labour will often be enlivened by humming the merry tunes of their learning days. Whether they work in the field, the dairy, the mill, or the factory; the "ploughboy's whistle" of the one, the "milkmaid's song" of the other, and the choruses of the rest, will soothe their labouring hours, and give a freshness to their toils. The following extract on the advantages of singing, well illustrates the point. "If you would keep spring in your hearts, learn to sing. There is more merit in melody than most people are aware of. A cobbler who smooths his wax ends with a song, will do as much work in a day, as one given to ill nature and fretting would effect in a week. Songs are like sunshine; they run to cheerfulness—to fill the bosom with such buoyancy, that for the time being, you feel filled with June air, or like a meadow of clover in blossom."

Cultivate a taste for good music in the young, and it will be a means of saving them from much misery, in their after years. Many young persons are drawn to places of intemperance, by the attraction of low and immoral songs, encored by jarring cups and tinkling glasses. Had they been taught to appreciate the art in all its beauty, tap-room music would grate harshly on the ear, and they would seek to gratify their taste by establishing a choral meeting of their own.

The training of children in the art of singing will lead them, in later years, to join with heart and voice, in the services of the Church during divine worship. One of the distinguishing characteristics of religious worship now, is the spiritless manner in which the congregation take part in the service. The beauty of the Service would shine forth and produce a soul-stirring effect, if old and young combined their voices in singing the hymns of praise "with the spirit and with the understanding also."—*Papers for the Schoolmaster.*

GYMNASTIC EXERCISES.

One of the principle causes, if not *the* cause, of the attenuated and pallid appearance of Americans is doubtless the neglect, or rather the violation, the habitual violation, of the rules laid down by nature for muscular development. The class of men in this country whose occupations are such as almost necessarily lead to the formation of sedentary habits, is very large; larger, perhaps, in proportion, than that of any other commercial nation. And this will account in a measure for the fact that various complaints, generally the concomitants of insufficient physical exercise, are more prevalent here than elsewhere. Our young men being thus confined to the limits of a counting room, at a time of life when the open air and constant motion of the body are indispensable, it is not surprising that they should be in manhood so sadly deficient in muscular vigor, and exhibit so little of athletic developments that are looked for in the sterner sex. With many such their lot is their fate, or is imposed as a necessity from which there is no escape, and for these there is some excuse for the loss of health and life. But what shall be said of those who make no effort to ameliorate their condition, or of that still more culpable class who from mere indolence suffer their bodies to *waste* away, to sink into premature old age, actually paying a premium for crooked spines, humped backs, round shoulders, attenuated limbs, and drooping heads?

In Germany the old men thought they saw the youth degenerating both physically and socially, and, after severe study and mature reflection, recommended, by eloquent appeals through the public prints, the adoption of vocal and gymnastic exercises as characteristic of the German race. In a short time gymnastic and vocal societies were organized throughout the whole extent of Germany, which have resulted in a highly favourable revolution in the physical condition of the people. It is not really necessary to proper and healthful exercise that one should be provided with parallel bars, etc., for there are many things at hand that may be substituted for them, which can be made, with no expense or trouble, equally efficient. Flat irons, it is suggested by a contemporary, can be used to develope the muscles of the arms and chest, and leaping or racing may be practiced to strengthen the whole body, and render the step light and the stature erect. If such simple exercises were practiced daily in the open air by the youth of the conntry, there would soon be a diminution in the many defects which mar the appearance and impair the health of the people.

EDUCATION OF FRENCH GIRLS.

We like to see how the people of other nations manage their educational affairs. A lady writes from Paris:

"The fear of the title of artist or blue-stocking restrains many a respectable young French girl from pursuing those studies which might open to her a briliant career, or at least adorn her intelligence and distinguish her for great acquirements. A young girl said to me the other day: 'Madame Sevigné knew Latin, it is true, and that is why she wrote French better than all other women; but *we* must not know Latin—we should not find husbands if we did.' It is an accomplishment to know English, and perhaps German or Italian, provided one does not know too much, for too much knowledge is a dangerous thing. But the French girls do really excel ours in the knowledge of their country's history and literature, and fourteen centuries of changing races and monarchies require immense study and effort of mind and memory. A young lady here is not well educated if she does not know by heart La Fontaine's fables, and the noble specimens of style from Bossuet, Massillon, Bourdaloué, and Sevigné. She must never hesitate in the proper plays of Racine, Corneille, and Molière, or be at a loss in Florian.

"The school editions of history are repeated yearly over and over again verbatim, as well as the geographies (such as they are), and the schedules of the lives and works of all distinguished French authors, Biblical History, many of the Psalms, all of the Evangelists, besides the Catechism, must play smoothly on the tip of the tongue before the girl's first communion. Comprise with these the intolerant etiquette which a proper *savoir faire* in society commands, and you will comprehend that a young Parisian head can not remain idle before her marriage."

Upon the whole, we rather like the French method. A little more freedom and a little less rote would improve the French system however.—*Ex.*

Miscellaneous.

WHAT WILL THEY SAY IN ENGLAND?

A Crimean Song, by the Reverend J. S. B. Monsell.

What will they say in England? When the story there is told?
Of deeds of might on Alma's height, done by the brave and bold:
Of Russia, proud at noontide, humbled at set of sun;
They'll say 'twas like old England! they'll say 'twas nobly done!

What will they say in England? When hushed in awe and dread;
Fond hearts, through all our happy homes, think of the mighty dead:
And muse in speechless anguish, on father, brother, son;
They'll say in dear old England, God's holy will be done!

What will they say in England? the matron and the maid,
Whose widow'd, withered hearts have found the price that each has paid;
The gladness that their home has lost, for all the glory won;
They'll say in Christian England, God's holy will be done!

What will they say in England? Our names both night and day,
Are in their hearts, and on their lips, when they laugh or weep or pray;
They watch on earth, they plead with Heav'n, Then forward to the fight!
Who droops or fears, when England cheers! And God defends the right!

THE NOBLE DEAD IN THE CRIMEA.

From the eloquent and touching speech of the Rev. Norman McLeod, at the recent Glasgow Crimean Banquet, we quote the following beautiful and thrilling passages:—"It is not premature in us 'to think of those who sleep,' whose battle is over, whose gallant hearts beat no more, and to remember, in silence befitting their memories, those who have fallen in the Crimea! Those who have fallen? Alas, my Lord Duke, how many do these words include! How many

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have fallen since the day that splendid army poured itself, like a great western wave, along the shores of Eupatoria, and dashed up the heights of the Alma; and breaking over the embattled ridge, with a loud roar of defiance, swept onward to destroy the mighty fortress, no power on earth being able to say, 'Hitherto shalt thou come, but no farther?'—(Cheers.) Those who have fallen were gathered, as no troops ever were before, from different regions of the earth. The soldier from the banks of the Nile and Jordan sleeps beside those from the Po and the Seine, the Tay and the Tremmel, and from a circumference which sweeps from the deserts of the East to the forests of the far West—from Australia to the North Sea, more than ten thousand times ten thousand mourners turn their weeping eyes to one common centre dear to them all—the teeming grave-yard around Sebastopol—where beloved ones lie interred, "in one red burial blent." Among the fallen are men of almost every age and rank. Veterans are there who had grown grey in the service of their country; whose names are familiar in the history of the last war; who might have lived and died with honour unstained amidst the sweet scenes and domestic quiet of their happy homes, but who, with that splendid chivalry which never beat higher than it now does among our military men, went abroad at the call of duty, braved the dangers and the sufferings of the campaign with their comrades, meekly bore many a hard speech uttered against them with the quiet dignity of conscious integrity, and the self-respect that will now explain itself to injustice—until at last some, like Cathcart or Strangways, were killed in the midst of battle; others died from their wounds, or, like the noble Raglan, exhausted in body and mind, yielded to the fierce assault of disease. The young, too, are among the fallen—the pride of many a home—their ardent enthusiasm, their brilliant courage, and bright hopes and honourable distinction suddenly arrested by the cruel cannon ball: most attractive young spirits, like one who came to me to remember the Lord, who died for him, ere he went himself to die, clasping his colours to his breast on the field of Alma. Christian men are among the fallen, good soldiers of Jesus Christ, who were not ashamed of the Cross while they grasped the sword, but who, in keeping their own spirits as they did, were even greater than those who take a city. Oh, my Lord Duke, from being secretary of a society here for supporting missionaries in the hospitals, reading all their journals sent to me, and also from being the minister of the largest parish in Scotland, I have many sad opportunities of realising the breaches which have been made by war in the homes of the humble, of whose losses, however, the busy world hears little. During the last few days only, I can recall a widow bowed down with grief for a most kind husband, who had survived the campaign till the last terrible assault,—and a sister, who had there, also, lost her only support,—and a mother, who had always brought me with pride her son's letters, but who now, with sobs of agony, gave me one to read, written by a warm-hearted comrade, who told her how her son died beside him near the Redan, and who heard him say, with his latest breath, "Oh, my poor mother!" I mention these things because I know that you intend the humblest soldier among the fallen to be remembered to-night as well as the most distinguished officer. (Cheers.) And can we, my Lord Duke, let me ask, in conclusion, for one moment believe that those men have died in vain, and that the best blood of Europe has been poured out like water on the ground, never in any form to be gathered up again? It cannot be. I think it would be inconsistent with our faith in the wisdom and goodness of the universal Governor of the world. History itself contradicts so hopeless a view of the future, and connects too closely with righteous wars such enlarged measures of good obtained by the human race, to make us doubt for one moment that the blood of the army, as well as that of martyrs, will prove to be the seeds of the church. And it is because I believe this; because I believe that this great war, whether it ends soon or after many years, will be overruled by the Prince of Peace for advancing that "kingdom which cannot be moved," the kingdom of righteousness, peace and joy. It is because I believe that the very justice with which we have treated Turkey, and fought for her, will but more clearly demonstrate the fall of Islam to be from circumstances of the most disinterested character on our part. Because I believe that the deaths of the thousands who have perished, and whose graves may be typical of more beautiful spots in the moral wilderness, and may ultimately prove the life of thousands, hundreds of thousands of the human race in coming generations. But as a Christian pastor and a Christian patriot, I can propose with cheerfulness a toast to the memory of those who have fallen in the Crimea."

THE ROYAL FAMILY AND THE FALL OF SEBASTOPOL.

The English papers tell us how the royal family received the news of the fall of Sebastopol. They were at Balmoral, in Scotland, when the joyful tidings arrived:

"At ten o'clock in the evening the Queen received the glorious intelligence that Sebastopol "was in the hands of the Allies." Her Majesty directed that the intelligence should be generally communicated. The Prince, attended by Earl Granville, Major-General the Hon. C. Grey, Colonel the Hon. C. Phipps, and E. Becker, Esq., immediately proceeded to the summit of Craig Gobhain, where a quantity of firewood had been collected. The joyful tidings had circulated rapidly through the neighborhood, and the Highlanders were seen approaching in groups in every direction. The main body was led by Ross, her Majesty's piper, late of the 42d Highlanders, playing the favorite national airs. A considerable number of people was soon assembled, and the creation of a bonfire was but the work of a few minutes, and upon the arival of the Prince and the party accompanying him it was lighted, and blazed high into the air, mid the loud and oft-repeated cheers of the assemblage. Some whisky having been procured. "The Health of the Queen and the Prince," and of "The Brave Armies of the Crimea," were drunk, while the air rang with acclamations. The Prince of Wales and Prince Alfred, attended by Mr. Gibbs, shortly after arrived. The Queen and the Duchess of Kent, with the ladies of the suite, viewed the distant scene from the windows of the castle. It was one of surpassing wildness and beauty. The country for a considerable distance was lighted by the vast bonfire, the ruddy gleams from which were reflected from the windows and walls of the castle. The picturesque figures of the Highlanders, who had now collected in considerable numbers, where seen against the flames, and their shouts were heard far and wide through the glen, while the occasional sound of the discharge of fire-arms from distant localities proved how rapidly the long-wished for intelligence had travelled. A little before twelve o'clock the whole concourse of peasants, workmen, gillies, and others descended from the craig, and, assembling before the castle windows, sang "God Save the Queen;" and, after three hearty cheers, gradually dispersed."

THE GRAVES IN THE CRIMEA.

In times to come it will be a chosen terminus of Saxon pilgrimage, this Cathcart's Hill. Whether the traveller beholds from its humble parapet the fair aspect of the imperial city guarded by threefold mightier batteries than now, or sits upon the broken wall to gaze upon the ruins of Sebastopol, he must, if he has any British blood in his veins, regard with emotion that little spot which encloses all that was mortal of some of the noblest soldiers who ever sprang from our warrior race. He will see the site of those tedious trenches where the strong man waxed weak day after day and the sanguine became hopeless, and where the British soldier fought through a terrible winter with privation, cold, frost, snow, and rain, more terrible and deadly than the fire of the enemy. With the Redan, the Malakhoff, the Quarries, the Mamelon, Gordon's attack, Chapman's attack, under his eyes, he will revive with the aspect of the places where they stood the memories of this great struggle, and renew the incidents of its history. How many more of our gallant officers this cemetery may hold it is impossible to say; it is too full already. It is a parallelogram of about 40 yards long by 30 yards broad, formed by the base of a ruined wall which might in former days have marked the lines of a Tartar fort, or have been the first Russian redoubt to watch over the infancy of Sebastopol. Although many an humble tumulus indicates to the eye of affection the place where some beloved comrade rests till the last reveil, the care and love of friends here and at home have left memorials in solid stone of most of those whose remains are resting here. The first of the graves towards the front and west of the cemetery consists of a simple mound of earth. I know not who lies below. The second is marked by a simple slab, with the following inscription:—"Sacred to the memory of Lieutenant H. Tyron, Rifle Brigade, killed in action on the 20th of November, 1854." He was a thorough soldier, brave, cool, and resolute, and in the terrible crisis of Inkermann he used a rifle with more deadly certainty and success than any of his men. In the struggle for the "Ovens" or "Quarries," on the 20th of November, in which a small body of the Rifle Brigade dislodged a force of the enemy much greater than their own, he displayed such gallantry ere he fell that General Canrobert paid him the rare honor of a special mention in the next "General Order of the Day" for the French army. Next to him repose the remains of a lamented officer. The stone records his name, "Sacred to the memory of Brigadier General Thomas Leigh Goldie, commanding the first brigade of the fourth division of the British army, lieutenant-colonel of the 57th Regiment, who fell at Inkermann, November 5th, 1854." No. 4 is a rude cross of stone, without mark or name. The 5th grave is distinguished by a stone cross at the feet, and at the head is a slab with an ornamented top, beneath which is written "Sacred to the memory of Brigadier-general Fox Strangways, killed on November the 5th, 1854." A few lines in Russian ask the Christian forbearance of our enemies after we have gone for the bones of one whom they would have admired and loved had they known him. No. 6 is conspicuous by a large tombstone, with an ornamental cross at the top, and some simple efforts of the chisel at the sides and base. Come here and read! "Here lieth the mortal remains of Captain Edward Stanley, 57th Regiment, killed at the battle of Inkermann, November

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5, 1854, to whose memory this stone is erected by the men of his Company—"Cast down but not destroyed," Corinthians, iv 9." Who does not look with respect on these poor soldiers, and who does not feel envy for the lot of one so honored? There are fourteen other graves in the some row, of which only one is identified. Sir George Cathcart's resting-place is marked by a fine monument, for which his widow has expressed her thanks to those who raised it to the memory of their beloved commander. There is an inscription upon it commemorating the general's services, and the fact that he served with the Russian armies in one of their most memorable campaigns—the date of his untimely and glorious death, and an inscription in the Russian language stating who and what he was who reposes beneath. In the second row to the east there are two graves without any inscription on the stones, the third is marked by a very handsome circular pillar of hewn stone, surmounted by a cross, and placed upon two horizontal slabs. On the pillar below the cross in front is this inscription—"To Lieutenant Colonel C. F. Seymour, Scots Fusilier Guards, killed in the action, Nov. 5, 1854;" beneath these words are a cross sculptured in the stone, and the letters "I. H. S.;" and there is a Russian inscription on the back to save the tomb from desecration. At the foot of the tomb there is an elaborately carved stone lozenge surmounting a slab, and on the lozenge is engraved the crest of the deceased, with some heraldic bird springing from the base of a coronet with the legend "Foi pour devoir, C. F. S. Æ 36." How many an absent friend would have mourned around his tomb. Close at hand is a handsome monument to Sir John Campbell, than whom no soldier was ever more regretted or more beloved by those who served under him, and not far apart in another row is a magnificent sarcophagus in black Devonshire marble to the memory of Sir R. Newman, of the Grenadier Guards, who also fell in Inkermann. With all their memorials of death behind us, the front wall at Cathcart's Hill has ever been a favourite spot for gossips and spectators, and sayers of jokes, and reconteurs of bons mots, or such jeux d'esprit as find favour in circles military. It has now lost the attraction of position, and retains only its graver, more melancholy, and more natural interest.—*Times Cor.*

ARCTIC EXPEDITION.—RETURN OF DR. KANE AND LIEUT. HARTSTEIN.

Dr. Kane has returned in safety from his long Arctic sojourn. The object of the expedition was to search for Sir John Franklin. However praiseworthy the object, from the course which Dr. Kane marked out for himself, it was regarded by many of those best acquainted with the Northern region, as very unlikely to be successful. Like many of his predecessors, Dr. Kane has returned to tell what is but a "twice told tale." The story of his travels is shortly told. The Kane Expedition left New York on the 31st May, 1853, purposing to be absent for about the space of two years. The *Advance* succeeded in reaching Smith's Sound on the 6th August following. After many hardships and much risk they gained the northern face of Greenland by the 10th September. Here the vessel was frozen in, and the party was exposed to a degree of cold, seldom if ever experienced by any previous explorers. From this place they commenced to search for the long lost navigators, in March 1854, crossing the ice at a temperature of 57° *below zero*. Dr. Kane surveyed the Greenland coast towards the Atlantic, "fronting due north," until his progress was checked by a mighty glacier which rose 500 feet in height. This he considers to be the only obstacle to the insularity of Greenland, or the only barrier between Greenland and the Atlantic. He also got a sight of the great Polyna or *open sea*, which is supposed to surround the pole, and of which so much has been lately written. An area of 8,000 square miles was seen entirely free from ice. With a party of volunteers, the Dr. then tried to reach the mouth of Lancaster Sound, with the view of falling in with Sir Edward Belcher's Expedition, passing over the track of Baffin's travel, and riding out a heavy gale in an open boat. He was obliged, however, to return to his ship, after various exciting adventures. The winter of 1854–5 proved a very severe one; the sailors were almost all attacked by the scurvy, and in other respects subjected to privations of which the inexperienced can have but faint ideas; all, however, with the exception of three, finally recovered. Dr. Kane perceiving that no chance remained of rescuing his brig from her icy prison-house, wisely deserted her in lat. 78° 45', and made his way southward by the help of boats and sledges. They left the ship on 17th May, crossed a belt of ice 81 miles in diameter, dragging their boats along with them. Travelling on for 316 miles, they reached Cape Alexander in 31 days, and then embarked on open water, having supported themselves all the time with what they shot by the way. "From Cape Alexander," to use the words of a narrator, "they travelled to the southward, sometimes over ice, sometimes through water, shooting eider duck and seal and collecting enough eggs to keep the party in good condition. At Cape Fork they burnt up their spare boats and sledges for fuel, and left the coast. Striking out into the open sea of Melville Bay, they then steered for the North Danish settlements of Greenland. Here they providentially landed on the 6th of August, in vigorous health, after their travel of 1,300 *miles and eighty-one days of constant exposure.* From Opernavik, the largest of these settlements, they took passage in a Danish sailing vessel for England. By great good fortune, they touched at Dise, where they were met by Captain Hartstein's Expedition."

The Hartstein expedition, fitted out by Congress, left New York on May 30, 1855, to search for Dr. Kane, whom they happily found under the above circumstances, and whom they have brought back in safety, along with his gallant comrades, arriving on the evening of Thursday last.—*Globe.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The British *Whig* notifies the tax payers of Kingston of the fact, that there is a Common School Library in that city, containing 1 800 volumes of standard works of every description, and from which they may draw books as tax-payers. The Library is open every Monday and Thursday evening from 7 to 9 o'clock.....The Municipal Council of the County of Simcoe, having, at the invitation of the Warden visited the harbour and pier at Collingwood, a correspondent of the *Northern Advance* thus reports their visit to the Common School at Collingwood, 19th Oct:—A school room was also visited, well supplied with all the modern scientific apparatus for the instruction of children and youth in what pertains to an English education, including an Orrery, Globes, Maps, &c. The Principal of the School not being within at the time, some of the assistants frankly and with much intelligence answered the various questions put to them, and shewed how and for what purpose the various apparatus and instruments were used. It is thought that this establishment, and several others, are much indebted to Mr. Sheriff Smith for their formation, as well as for many munificent gifts....The Municipal Council of the County of Elgin has granted the sum of Ten pounds towards the establishment of a Common School Teachers' Library for the County. The president of the Teachers' Association thus refers to the matter:—So prompt, generous and liberal an action on the part of the County Council, cannot fail to be appreciated by every one who wishes to see the blessings of sound knowledge and wholesome instruction diffused among the rising generation; and to see, as an essential preliminary to this, the qualifications of Teachers much advanced beyond their present standard, this being the immediate object of the grant. This is the first instance in all Canada, that a Society of Common School Teachers has been favored with pecuniary aid by a Municipal body....The Managers of Knox's College have recently purchased from Dr. Clark the house and outbuildings known as Elmsley Villa, which were occupied by the Governor from 1849 to 1851. Several lots in the rear are included in the purchase, and the amount to be paid is £5,250....The session of the College for the coming winter was opened on Thursday, with a lecture by Rev. G. P. Young, on the "Philosophy of Memory"....The Local Superintendent for the Township of Niagara, in a letter to the *Mail*, thus refers to the recent examination of the Queenston Common School:—Besides the very healthy condition of the school in knowledge, the order observed deserves eulogy. The regularity with which pupils leave their seats form into classes and resume their seats again and indeed the methodical conduct of each scholar causes the school to present the aspect, not of the copy of a model school, but rather of a model school itself. It has been said that "Order is nature's first law." This principle or motto connot be kept too prominently before the minds of youth; such habits not only enable the pupil to make greater progress in his studies, but they accompany him through life, making him the gentleman as well as the man of business habits. Among others who spoke in terms of commendation at the close of the examination was A. Shaw, Esq., one of the trustees. He expressed his agreeable surprise at the progress of the School as well as at the order and genteel deportment of the pupils. The commendation bestowed upon the teacher, (of which he was richly deserving) and upon his school, was received with approbation by the visitors present.

TRINITY COLLEGE, TORONTO.

The annual Convocation of Trinity College was held in the College Hall, on Saturday, the 27th October. After the usual prayers, the Chancellor, Sir J. B. Robinson, admitted the following gentlemen to degrees:

D. C. L.

Hon. John Hillyard Cameron, John Hawkins Hagarty, Phillip Michael Van Koughnet; *Professors of Law.*

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B. C. L.

Charles Magrath, Samuel Bickerton Harman.

In addition, the degree of B. A. was conferred on eleven students; M. B. on one. Four *ad eundem* degrees of B. A. were conferred, and one of M. D. The degree of M. A. was conferred on the four gentlemen admitted to the degree of B. A., *ad eundem*. Various prizes were distributed, and nineteen Students were matriculated.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Mr. Sylvester who was second wrangler at Cambridge in 1837, has been appointed Professor of Mathematics at Woolwich. He had recently occupied the same post at Virginia.....The Dowlais Schools, designed for the education of 1400 children, and erected by the late Sir John Guest, at a cost of £7,000, have just been completed by his widow, the Lady Charlotte Schreiber. The whole building is 235 feet long by 100 feet in the centre, i. e., the infant school is 100 feet long by 35 wide and 50 high. The boys' school is 100 feet long by 30 feet wide and 30 high. The girls' school is of the same dimensions. Sir Charles Barry is the Architect....The Earl of Aberdeen, Chancellor of King's College and University, Aberdeen, Scotland, has intimated his intention to appoint the Rev. Peter Colin Campbell, A. M., recently Professor of Greek in the College, to the vacant office of principal. Professor Campbell is a brother of Dr. Campbell, of Niagara, and was a few years ago Professor of Languages in Queen's College, Kingston....Mr. Sidney Herbert, at the close of the Glasgow "Crimean Meeting," made some remarks on the proof given of the value of education by the letters sent home by British soldiers. He found in their letters evidence both of the tenderest affection and the deepest and most earnest piety in all ranks. Some persons deemed that education would make the soldier less prompt in the battle-field; but never did any men do their duty more nobly than those men did theirs,—men who had received that education which enabled them to write descriptions of battles, which the pen of the historian himself might well envy....The late Col. Campbell has left £500 for the purpose of building a school in his native village of Fornighty, and a further sum of £2,500 as a perpetual endowment. The parish ministers, who are named as trustees to carry out this plan, have each of them received the sum of £100. The remainder of his fortune has been bequeathed to King's College, Aberdeen, to be given to the Students as Bursaries, varying from £10 to £20.....The Queen has appointed Dr. Allman, of Trinity College, Dublin, to be Regius Professor of Natural History and Keeper of the Museum, in the University of Edinburgh....The Queen has appointed the Rev. B. Jowett, Regius Professor of Greek for the University of Oxford, in succession to the late Dr. Gayaford, Dean of Christ Church....STOCKHOLM, Sept. 18—In celebration of the fall of Sebastopol, all the students of the University of Upsala assembled about six o'clock in the evening of the day on which the news arrived, on the great square of that city, with flags and banners, and, accompanied by masses of the people, proceeded in solemn procession singing at the same time patriotic songs, to the monument of Gustavus the Great in the wood of Odin....It is stated that a school or college for Turkish youth is about to be established at Versailles, the Sultan having made a grant of 1,500,000 francs for this purpose. Here some three hundred young Mussulmen will be instructed in the European languages, the sciences, and the arts as applied to industry.....An important movement, according to the London Morning Herald, is in progress among the most influential of the English Jews, for the establishment of a college for the education of members of the ancient faith of London. With a view of obtaining degrees in the London University, attendance on the classical classes of University College is to be part of the scheme. Hebrew and theology are to be placed under the direction of the chief Rabbi. A school is to be established in connexion with the college. Premises have been taken in Finsbury Square....The Oxford University Commissioners are shortly expected to resume their sittings for the purpose of making their report on the various schemes and communications which have been made to them by the Colleges. The report is looked for with great interest.

UNITED STATES.

MONTHLY SUMMARY.

There are now 669 students in the different departments of Harvard University, Cambridge. Of these, 365 are under-graduates, which is the largest number ever on the rolls at one time....The present Freshmen Class at Yale is the largest which has ever entered that college, consisting of 155 members. The proportion of Southern students is much smaller than for years past....A Female College, intended to be on the largest and most generous scale as to both opportunity and usefulness, was opened at Elmira, N. Y., during the State fair, with addresses by the Rev. Dr. Beman, the Rev. Dr. Cox, Prof. Kendrick of Rochester, and the Rev. Mr. Steele of this city. Among the subscriptions towards its foundation is one of $5,000. This college has in view the educating of the female mind to as high a point as it is capable of reaching, and it is expected in a great measure to disprove the false position taken by many, that woman cannot attain to the same high qualifications as man in any science or pursuit upon which she enters.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The *Journal de Quebec*, in a correspondence of M. Gaillardet, October 4, confirms the news respecting the gift of books about to be presented to Canada by the French Government. M. Gaillardet says that the collection, composed of scientific, classical and religious works, is to supply in part the loss occasioned by the burning of the library at Québec....The King of the Belgians has offered a prize of 3,000 francs to the author of the best history of the reign of the Archdukes Albert and Isabella. It is proposed that in future the writer for such prizes shall choose his own subject....The Belgian Academy, when re-organized, will devote itself to the production of national biography, the publication of archaic Flemish works, and the re-editing of the great writers of the country....The late Baron Stassarts has left the Belgian Academy 2,260 francs a year to found a prize for the best biography of a gold medal worth 600 francs. A second prize of 3,000 francs is to be given to the author of the best work on some point of national history. The first biography is to be that of the Baron himself....The oldest book in the United States, it is said, is a manuscript bible in the possession of Dr. Witherspoon, of Alabama, written over a thousand years ago! He describes it as follows: The book is strongly bound in boards of the old English oak, and with thongs by which the leaves are also well bound together. The leaves are entirely made of parchment, of a most superior quality, of fineness and smoothness little inferior to the best satin. The pages are all ruled with accuracy, and written with great uniformity and beauty in the old German text hand, and divided off into chapters, and verses. The first chapter of every book in the Bible is written with a large capital, of inimitable beauty, and splendidly illuminated with red, blue, and black ink, still in vivid colors; and no two of the capital letters in the book are precisely alike....Monsieur O. Delepierre has written an essay to prove that Joan of Arc, or *Jeanne D'Arc* as she is sometimes called, was not burned at the stake. History says that she was burned at Rouen by the English in 1431 for heresy, but M. Delepierre has discovered records showing that she secretly escaped to Erlon, in the duchy of Luxembourg; that she there married Messire de Hermoise, Knight, and that she was alive in 1444, thirteen years after the assumed burning. M. Délepierre's essay has been privately printed in Paris, under the title of *Doute Historique*.... The corner stone of the long-projected building of the N. Y. Historical Society was laid a few days ago with appropriate ceremonies. The building is to be a plain, substantial, fire-proof edifice, and is to cost $40,000.... The Chevalier Bunson has published a new religious philosophical work entitled "Signs of the Times." It is written in defence of freedom of conscience, and specially dwells on the spirit of Christian unions and the direction taken by the Church at present....Professor Craik, of the Queen's College, Belfast, has thrown out the following suggestion, in Mr. Charles Knight's "Town and Country Newspaper," as a possible means of placing the present alliance of France and England on a secure and lasting basis: "A new crisis and a new object may demand a course of some novelty and boldness, and even the application of what may deserve to be called a new principle in the mechanism of politics. What if it were to be agreed between the two countries that every citizen of the one should be held to be also a citizen of the other. Let this be called the principle mutual citizenship or mutual denizenship. Such an arrangement would overthrow or disturb nothing that is now established in either country. But its force of quiet amalgamation would be incalculable and infinite. Even with two governments, it would make the two nations substantially and really one."...The London Illustrated News says: Benedetto Pistrucci is no more! Who has not heard of Pistrucci! It was Pistrucci who made (with the exception of the shillings and sixpences) all the coins of King George III. since

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the peace of 1815, and the six principal coins of King George IV.... ....The London Stereoscopic Company offer a prize of twenty guineas for the best essay upon the Stereoscope—Sir David Brewster being the arbitrator. ....The editorship of the British and Foreign Evangelical Review has passed into the hands of Principal Cunningham, of the Free College, Edinburgh.... The ten daily political journals of Paris have a total circulationof 161,000, viz. *La Presse* 41,000, *Le Siecle* 36,000, *Le Constitutionel* 26,000, *Le Pays* 16,000, *La Patrie* 15,000, *Le Journal des Debats* 9,000, *L'Univers* 8,000, *L'Assemblee Nationale* 5,000, *L'Union* 4,000, *La Gazette de la France* 3,000....McCulloch, the author of the Commercial Dictionary, has testified before a committee of the British House of Commons, that the cost of the public printing, and of the paper required for such printing, reaches the enormous sum of £200,000 a year, or nearly a million of dollars....The Earl of Rosse, who has recently completed the largest telescope ever made, alluded, at a late meeting in London, to its effects. He said that, with respect to the moon, every object on its surface of 100 feet in height was now distinctly to be seen; and he had no doubt that, under very favorable circumstances, it would be so with objects 60 feet in height. On its surface were craters of extinct volcanoes, rocks, and masses of stones almost innumerable. He had no doubt that if such a building as he was then in were upon the surface of the moon, it would be rendered distinctly visible by these instruments. But there were no signs of habitations such as ours—no vestiges of architecture remain to show that the moon is or ever was inhabited by a race of mortals similar to ourselves. It presented no appearance which could lead to the supposition that it contained any thing like green fields and lovely verdure of this beautiful world of ours. There was no water visible —not a sea or a river, or even the measure of a reservoir for supplying town or factory—all seemed desolate. This confirms the conjectures of the author of "No More Worlds than One."....The Imperial Library of the Court of Vienna contains more than sixteen thousand manuscripts in the Greek, Hebrew, Chinese, Arabic, etc. languages on parchment, and nearly twelve thousand in the European languages upon paper; twelve thousand incunabula, nearly two hundred and eighty thousand modern books, more than six thousand volumes of music, and eight thousand eight hundred autographs of distinguished persons. There are besides in Vienna seventeen libraries, among which the private imperial library and that of the University are the most considerable.

CANADIAN NATURAL HISTORY.

The Ottawa Athenæum have offered the following prizes with a view to promote the study of Natural History in the Counties mentioned. They also furnish a number of suggestions for the presentation of such specimens as may be procured:

Resolved—That this Society do offer Prizes for the best collection of Insects, Reptiles, Crustaceans, Shells, Plants and Minerals, made in all or any of the following Counties: Renfrew, Pontiac, Carleton, Ottawa, Lanark, Prescott, Russell, Leeds, Grenville, Argenteuil and Vaudreuil, the said collections to be sent in on the 1st of October, 1857. The prizes to be as follows:

1. Insects, best collection of	
Coleoptera and Hemeoptera. } Ex. Beetles, Earwigs, Bugs, Locusts, Grass-hoppers, Tree Lice, &c.,.....	£2 10 0
Lepedoptera and Neuroptera. } Moths, Butterflies, Dragon Flies, May Flies, &c.,.....	2 10 0
Hymenoptera and Diptera & Aptera. } Bees, Ants, Flies, Centipedes, Fleas, Spiders, &c.,.....	2 10 0
2. Reptiles, and Crustaceans, Ex. Snakes, Frogs, Protes, Crayfish, &c., &c.,.....	2 10 0
3. River and Land Shells,.....	2 10 0
4. Best named collection of dried specimens of Indigenous Plants, ...	10 10 0
5. Best collection of Mineralogical specimens, with the name of the locality where found attached,.....	10 10 0

The successful collections to become the property of the Society. Any of the unsuccessful collections may be acquired by the Society upon paying half the foregoing prices.

Should the best collection under any of the foregoing heads prove palpably inferior, the Trustees reserve the right of refusing the premium.

That the following directions be issued for the guidance of those who compete:

To Preserve Insects.—Get a box made of White Pine or Spruce, fifteen inches square, and one inch deep. Line it with paper, pasted in. Transfix the insects through the breast with a pin, which drive into the bottom of the box. In the case of such insects as butterflies, moths, beetles, &c., it is necessary to arrange the wings, feet, and feelers in the natural position before they dry. To kill insects speedily, and without impairing their value as specimens, it suffices to touch the mouth with a drop of spirits of turpentine. Insects too small to impale, may be fixed in their places by a solution of gum arabic or common paste. Keep similar insects as much together as possible, and number them distinctly on the paper underneath, beginning at the upper left hand corner. When the box is filled cover it with a pane of glass, which fix in its place with putty, having previously fastened a small piece of tallow by a pin to the bottom of the box.

Reptiles and Crustaceans are best preserved in the strongest high wines, taking care to cork the bottle closely.

For preserving plants, unsized paper should be used. Books of Botany give the necessary directions for making a Hortus Siccus. The locality where found must be carefully noted.

Mineralogical specimens must be wrapt up separately in paper, and when fragile add cotton wool, as the perfection of the angles and fractures are of great consequence to the scientific. Although the Society do not demand the scientific names, it must not be overlooked that they rigorously require the locality where found to be legibly written and enclosed in the wrapper; writing the locality on a long riband of paper, and rolling it round the specimen, previous to wrapping it, is most secure.

Shells, like Minerals, should be wrapt up separately, and furthermore, require cotton wool in addition in every case, as the edges and hinges often determine specific differences. A label should be rolled around, stating where found, and whether on land, or near, or in a river or brook. Fresh Water Mussels, technically called "Unio," are at present of great scientific interest; and as the specific differences are so trifling, as to be undiscernable except to a student, it is advisable that all specimens found by any competing collector should be preserved and sent in.

The Society, in offering the preceding prizes, do not pretend that they are proffering anything like the money value of the collections solicited, but they desire and hope, that the prizes offered, may be the means of exciting many to embark in the pursuit of science, who otherwise would never have thought of so doing, at the same time that the Museum of the Society would be enriched by their labors, for the mutual benefit of the inhabitants of the Ottawa country generally.

ECLIPSE OF THE MOON.

On the morning of Thursday, October 27th, the moon totally eclipsed for a period of more than three hours; it was invisible at Toronto owing to the weather. Professor Henry M. Harman has furnished the Baltimore American with the following calculations of the beginning, duration, and ending of the eclipse in that vicinity:—

	Hours.	Min.	Mean Time.
First contact with penumbra.....	11	38.6	Oct. 24
Do. do earth's shadow.....	12	37.3	Oct. 25
Beginning of total eclipse.....	1	38.3	Oct. 25
Middle of the eclipse.....	2	22.7	Oct. 25
End of total eclipse.....	3	7.0	Oct. 25
Last contact with earth's shadow.....	4	8.0	Oct. 25
Do. do penumbra.....	5	6.0	Oct. 25
Duration of total eclipse.....	1	28.7	
Do. eclipse with earth's shadow....	3	30.7	
Do. of entire eclipse.....	5	27.4	

Digits eclipsed 17,556 on the Northern limb of the moon. The centre of the earth's shadow will approach the centre of the moon within about three eighths of the diameter of the latter. The shadow will approach from the Northeast and pass over toward the Southwest. It will be impossible by observation to perceive the beginning of the contact with penumbra. At the time of the first contact with the earth's shadow the moon will be about thirty degrees from the zenith, about ten degrees South of the cluster of stars in the head of Aries.

The moon while totally eclipsed generally appears of a bright copper color, that part under the centre of the shadow having the appearance of tarnished copper. Several instances of the total disappearance of the moon's disc are on record. In 1601, according to Kepler, it entirely disappeared. In 1642, not a vestige of the moon could be seen, though a telescope, with different magnifying powers, was used for the purpose. Also, in 1816; in a total eclipse, it could not be seen from London, even with the aid of telescope.

The appearance of the moon depends greatly upon the condition of the atmosphere. Humbolt remarks that in 1801, when not far from Carthagene de Indias he observed a total eclipse of the moon, and was extremely struck with the greater luminous intensity of the moon's disc under a tropical sky than in my native North. (Cosmos, vol. IV., page 483)

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THE BRITISH ASSOCIATION AT GLASGOW.

A very brilliant annual meeting of the *stars* and other *savans* of the British Association and their satellites has just been held at Glasgow. This was the second meeting of the Association in the western metropolis of Scotland, the former having been held in 1840. The arrangements for the present meeting were of the most complete kind. The university class-rooms were set apart for the sectional and committee meetings, the City Hall was engaged for the general meetings, the Trades' Hall was opened as a reception-room, and the Merchants' Hall was made available for the meetings of the general committee, who met on Wednesday in last week at one o'clock. Among those present on the platform and in the hall were Prince Lucien Bonaparte, the Earl of Harrowby, Count Frolich, from Sweden; Sir R. I. Murchison, Sir C. Lyell, Sir Charles Pasley, Sir John Rennie, Professor Fleming, Professor Balfour, Dr. Lyon Playfair, Dr. Whewell, Dr. Scoresby, Colonel Sabine, Sheriff Glassford Bell, Mr. Wentworth Dilke, &c.

The Earl of Harrowby was called to the chair, and Professor Phillips, assistant general secretary, read the minutes of the meeting of the general committee at Liverpool in 1854.

Colonel Sabine, as general secretary, read the report of the council to the meeting then held, and which, amongst other topics, congratulated the Association on the probable concentration of scientific bodies in Burlington House. A list of office-bearers was then read and other business transacted.

At five o'clock the Lord Provost of Glasgow gave a grand inaugural banquet in the M'Lellan Rooms. These halls, which were built for public purposes by the late Mr. Archibald M'Lellan, and in which is usually exhibited a collection of works of art of the different European schools, including numerous paintings by great masters (the greater part of the collection having belonged to the late Mr. M'Lellan himself,) were on this occasion superbly fitted up. The saloons are three in number, one of which was prepared as a reception-room, the central one as a dining-hall, and the third as a coffee-room.

Amongst those present, besides names already given, were the Duke of Argyle, as president elect, the Earls of Elgin and Eglinton, Lords Ingestre, Belhaven, and Talbot, Baron Liebig, Sir D. Brewster, and many other eminent men.

The first general meeting of the association took place in the City Hall at eight o'clock. The entire of this great hall was filled with a brilliant assemblage, including a nearly equal proportion of ladies, all in full evening costume. The Earl of Harrowby then introduced, as president elect, the Duke of Argyle, who, after ably reviewing the progress of science, said,—

The advancement of science depends, above all things, on securing for it a better and more acknowledged place in the education of the young. What we desire, and ought to aim at is, that abstract science, without special reference to its departmental application, should be recognized as an essential element in every liberal education. We desire this on two grounds mainly, —first, that it will contribute more than anything else to the further advancement of science itself; and, secondly, because we believe that it would be an instrument of vital benefit in the culture and strengthening of the mental powers. And this brings me to say a word on the value of instruction in physical science, not merely with a view to its own advancement, but as in itself a means of mental training, and an instrument for the highest purposes of education. Even where the researches of physical science can do little more than guide conjecture, or illustrate merely what it cannot prove, how grand are the questions which it excites us to ask, and on which it enables us to gather some amount of evidence. It is sometimes proudly asked, who shall set bounds to science, or to the widening circle of her horizon? But why should we try to do so, when it is enough to observe that that horizon, however it may be enlarged, is a horizon still—a circle beyond which, however wide it be, there shine, like fixed stars without a parallax, eternal problems in which the march of science never shows any change of place. If there be one fact of which science reminds us more perpetually than another, it is that we have faculties impelling us to ask questions which we have no powers enabling us to answer. What better lesson of humility than this? What better indication of the reasonableness of looking to a state in which this discrepancy shall be done away; and when we shall "know even as we are known?"—*The Builder.*

THE NEW READING-ROOM IN THE BRITISH MUSEUM.

This noble and appropriate building, designed by Sidney Smirke, the architect, is fast progressing towards completion, and has already arrived at that stage by which some idea may be formed of the appearance it will ultimately present. It is situate in the quadrangle at the rear of the main building, and consists of an elegant circular apartment, 140 feet in diameter, and 106 feet in height, surmounted by a very tasteful dome externally covered with copper to within about two feet of the snow gutter, which of itself, is wider than many of the London footways. At this point, the Seyssel Asphalt Company have applied their material continuing to the gutter, and terminating on the top of the parapet wall, rendering this portion of the building perfectly water-tight. This receives its light not only from the large glazed aperture (about 120 feet in circumference) in the crown of the dome, but also from twenty windows affixed in the springing thereof. Upon the centre of the floor beneath will be a platform for the superintendent, with table cases around for catalogues, and tables to accommodate 400 readers, with free access for attendants, &c. Every attention to the ventilation and regulation of temperature has been paid. Attached are cloak-rooms and other offices, as also ranges of wrought iron book-cases calculated for for 102,000 volumes of books, and the whole building being composed of bricks and iron only is completely fire-proof. This new reading room, said to be the largest in the world, is built by Messrs. Baker and Fielder, under a contract of about £100,000. By the general arrangement every facility of access is attained from the libraries in the north wing, as also through the entrance hall of the museum.

Departmental Notices.

To Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES.

Until further notice, the Chief Superintendent of Schools will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be written on a distinct sheet of paper from the letter, and attested by the corporate seal of the Trustees or Municipalities applying for libraries.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees.

TO GRAMMAR SCHOOL TEACHERS.

APPLICATIONS for the office of TEACHER of the PICTON COUNTY GRAMMAR SCHOOL, now vacant, will be received by the BOARD OF TRUSTEES until the TENTH day of DECEMBER next. To be forwarded with Testimonials.

C. S. PATTERSON, *Secretary.*

Picton, 12th Nov., 1855.

ADVERTISEMENTS inserted in the *Journal of Education* for one halfpenny per word, which may be remitted in *postage stamps, or otherwise.*

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☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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CONTENTS OF THIS NUMBER.

		PAGE
I.	Education and Prosperity in Upper Canada (*continued*):—2. From an English point of View. 3. From a New England ditto. 4. From a New York ditto	177
II.	Papers on Canada.—1. The London *Times* on Canada. 2. Canada at the Exhibition	180
III.	Editorial.—1. The Annual Election of Trustees. 2. To Local Superintendents and Trustees. 3. To Teachers	182
IV.	The United Empire Loyalists	183
V.	What a School Trustee should be	183
VI.	Miscellaneous —1. Simultaneous Answering. 2. Properties of Numbers. 3. Written Examinations. 4. Ventilation. 5. The English, a composite language. 6. Paper and Paper duties. 7. New Palace at Westminster. 8. Social Advantages of Female Education	184
VII.	Educational Intelligence.—1. British and Foreign. 2. United States	187
VIII.	Literary and Scientific Intelligence.—1. African Researches. 2. Level of the two Oceans. 3. Death of Professor Johnston. 4. Annual Meeting of the Canadian Institute	188
IX.	Departmental Notices and Advertisements	188

EDUCATION AND PROSPERITY IN UPPER CANADA.

(*Continued from last No.*)

II. From an English Point of View.

It is no less gratifying than complimentary to Canada, to observe the testimony borne both by the press of England and by intelligent travellers—English and American—to the prosperous activity of the Province, and to her growing greatness. Her municipal system, her educational system, her system of responsible government, and the vastness of her yet undeveloped resources are now referred to with satisfaction, no less in the eloquent and impromptu speech than in the grave and comprehensive essay. The Elgin era will long be memorable in the history of Canada for the true "uprising of the nationalities"—the English, Irish, Scotch and French colonists—to the dignity of a people conscious of their strength, and self-reliant in their attempts to promote public prosperity and to secure all the inestimable blessings conferred by the dissemination of Religion, Education and Liberty: "Religio, Scientia, Libertas—tria juncta in uno."

In this number of the *Journal* we insert one of the "leaders" of the London *Times* upon Canada, as represented at the Industrial Exhibition at Paris, indicative not only of the favorable impression which Canada has made upon the public mind of Europe in regard to her capabilities and resources, but also of the growing interest felt in England in Canadian affairs. We also insert the following extracts from a very recent book of travels, published in London, by the Honorable Henry A. Murray, R. N., relating to his visit to the Normal School in 1853. Captain Murray thus refers to Toronto and its public buildings:—

"Toronto is prettily situated, and looks flourishing and prosperous. • • • The position of the town is admirably adapted for a great commercial city; it possesses a secure harbor; it is situated on a lake about 190 miles long by 50 broad; thence the St. Lawrence carries its produce to the ocean, and the Rideau Canal connects it with the lumberer's home on the Ottawa. • • • Some of the buildings are very fine. • • • The Lunatic Asylum is one of the best. • • • Trinity College is one of the finest edifices in the neighborhood; at present it only contains thirty-five students, but it is to be hoped its sphere of usefulness may be extended as its funds increase. It has the foundation of a very good library, which is rapidly extending; the University of Cambridge sent them out a magnificent addition of 3000 volumes. The last building I shall mention is the Normal School, to visit which was one of my chief objects in stopping at Toronto.

"The ceremony of laying the foundation stone of this building was inaugurated with all due solemnity, and under the auspices of the able representative of our gracious Queen, on the 2nd of July 1851. In his eloquent speech on that memorable occasion, when referring to the difficulties on the question of religious instruction, the following beautiful passage occurs:—'Sir, I understand from your statements—and I come to the same conclusion from my own investigation and observation—that it is the principle of our Common School educational system, that its foundation is laid deep in the firm rock of our common Christianity. I understand, sir, that while the varying views and opinions of a mixed religious society are scrupulously respected, while every semblance of dictation is carefully avoided, it is desired, it is earnestly recommended, it is confidently expected and hoped, that every child who attends our Common Schools shall learn there that he is a being who has an interest in eternity as well as in time (applause); that he has a Father towards whom he stands in a closer, more affecting and more endearing relationship than to any earthly father, and that Father is in heaven (applause); that he has a hope far transcending every earthly hope—a hope full of immortality—the hope, namely, that that Father's kingdom may come; that he has a duty which, like the sun in our celestial system, stands in the centre of his moral obligations, shedding upon them a hallowing light which they in their turn reflect and absorb,—the duty of striving to prove by his life and conversation the sincerity of his prayer, that that Father's will may be done upon earth as it is done in heaven. (Applause.) I understand, sir, that upon the broad and

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solid platform which is raised upon that good foundation, we invite the ministers of religion, of all denominations—the *de facto* spiritual guides of the people of the country—to take their stand along with us. That, so far from hampering or impeding them in the exercise of their sacred functions, we ask and we beg them to take the children—the lambs of the flock which are committed to their care—aside, and to lead them to those pastures and streams where they will find, as they believe it, the food of life and the waters of consolation. (Applause.) Permit me in conclusion, to say, both as an humble Christian man, and as the head of the Civil Government of the Province, that it gives me unfeigned pleasure to perceive that the youth of this country, of all denominations, who are destined in their maturer years to meet in the discharge of the duties of civil life upon terms of perfect civil and religious equality—I say it gives me pleasure to hear and to know that they are receiving an education which is fitted so well to qualify them for the discharge of those important duties, and that while their hearts are yet tender, and their affections green and young, they are associated under conditions which are likely to promote among them the growth of those truly Christian graces—mutual respect, forbearance and charity.' (Loud applause.)

"The position of the building is well chosen, being surrounded with cultivated ground sufficiently extensive to be usefully employed in illustrating the lectures given on Vegetable Physiology and Agricultural Chemistry.* The rooms are all very lofty, airy, and scrupulously clean; a notice at the entrance warns you, 'The dirty practice of spitting not allowed in this building;' and, as far as the eye could discern, the notice is rigidly obeyed. I was told that a specific had been found to cure the filthy habit. I mention it for the benefit of hotel-keepers and railway conductors, in all places where such a relic of barbarism may still find a welcome. On a certain occasion the lecturer, having received undeniable proof that one of the students had violated the before-mentioned regulation, stopped in the middle of one of his sublimest flights, repeated sonorously the notice, called the culprit by name, informed him that his endeavour to dissipate his filth into infinity by the sole of his shoe was useless, and ordered him forthwith to take his handkerchief out and wipe it up clean. Disobedience was expulsion: with crimson cheek he expiated his offence by obedience to the order, and doubtless through the hushed silence in which he completed his labour he became a confirmed anti-expectorationist.

"Great attention is very properly paid to cleanliness, inasmuch as if these young men, who are destined to teach others, acquire filthy habits, they naturally encourage the same vice in their pupils, and thus may be almost said to nationalize it. All the tables and stools are fitted like those in the schools of the United States, which is an immense improvement on the one long desk and long form to match, which predominate all but universally at home. The instruction given is essentially by lecture and questioning, and I was particularly struck with the quiet, modulated tones in which the answers were given, and which clearly proved how much pains were taken upon this apparently trifling but really very important point.† You heard no harsh declamation grating on your ear, and, on the other hand, you were not lulled to sleep by dreary, dull monotony.

"There are two small schools attached to the establishment, for these Normal aspirants, male and female, to practice upon, when considered sufficiently qualified. Those thus employed during my visit, seemed to succeed admirably, for I never saw more merry, cheerful faces, which I consider one of the best tests of a master's efficiency. The little girls taking a fancy for music, purchased among themselves a cottage piano, which being their own instrument, I have no doubt increased their interest in the study amazingly. The boys have a kind of gymnasium under a shed, which, when released from school, they rush to with an avidity only equalled by that which the reader may have experienced in his early days when catching sight of a pastry-cook's shop immediately after receiving his first tip.‡

"I believe that to this establishment, which was founded in 1846, belongs the honor of being The Pioneer Normal School in the Western Hemisphere. But while giving due credit to the Governor General and the government for their leading parts in its foundation, it should never be forgotten how much indebted the establishment is to the unwearying zeal and patient investigations of Dr. Ryerson, the Chief Superintendent of Schools in Canada. This gentleman carefully examined the various systems and internal arrangement of scholastic establishments, not only all over the States, but in every country of the Old World, selecting from each those features which seemed to produce the most comfort, the best instruction, and the greatest harmony.

"With reference to religious instruction at the Normal Schools, Dr. Ryerson has kindly furnished me with the following statement:—'A part of each Friday afternoon is set apart for this purpose, and a room allowed for the minister of each of the religious persuasions of the students, to give instruction to the members of his church, who are required to attend, as also to attend the service of such Church at least once every Sunday. Hitherto we have found no difficulty, reluctance, or neglect, in giving full effect to this system.

"To those who take an interest in education, the report of the system used in Canada, drawn up by Dr. Ryerson, and printed by order of the Legislative Assembly, will afford much pleasure and information; it is of course far too large a subject to enter upon in these pages, containing, as it does, so vast an amount of matter worthy of serious reflection.

"Some estimate of the value of the scholastic establishments of Upper Canada may be formed from the fact, that while its sphere of usefulness is rapidly extending, it has already reached the following honourable position:—The population of Upper Canada is close upon 1,000,000; the number of children between the ages of 5 and 16 is 263,000; the number of children on the rolls of common school establishments is 179,587; and the grand total of money available for these glorious purposes is £176,000. I feel conscious that I have by no means done full justice to this important subject; but the limits of a work like this render it impossible so to do. Let it suffice to say, that Canada is inferior to none of its neighboring rivals as regards the quality of instruction given, and that it is rapidly treading on the heels of the most liberal of them, as regards the amount raised for its support. The Normal School I conceive to be a model as nearly perfect as human agency has yet achieved; and the chemical and agricultural lectures there given, and practically illustrated on the small farm adjoining the building, cannot fail to produce most useful and important results in a young uncultivated country possessing the richest soil imaginable. The Governor General and the government deserve every credit for the support and encouragement they have given to education; but if I may draw a comparison without being invidious, I would repeat, that it is to the unusual zeal and energy of Dr. Ryerson, to his great powers of discriminating and selecting what he found most valuable in the countless methods he examined, and to his combination and adaptation of them, that the colony is mainly indebted for its admirable system. Well may Upper Canada be proud of her educational achievements, and in her past exertions read a hopeful earnest of a still more noble future."

III. FROM A NEW ENGLAND POINT OF VIEW.

The time has arrived when the "schoolmaster" must go "abroad" to gain instruction, as well as to impart it. The teacher who is satisfied with his own experience, and will not take the trouble to inquire what progress others are making, is in great danger of finding that he is detached from the rest of the train, and that the passengers have all gone into the "car forward."

Teachers above all other classes in the community, are favored with frequent and regular vacations, and are, therefore, the more inexcusable if they fail to become in some degree familiar with the systems and modes of instruction that are adopted in the best schools. Most of the teachers of the State are so situated that they can enjoy these advantages with only a moderate expenditure of either time or money.

Availing ourselves of a recent vacation, we went as far as Canada West, and spent several days in studying the educational system of that Province. We stopped *en passant* at Utica, with the assembled teachers of the Key-stone State, and found that the New York State Teachers' Association embraces several hundred of the best teachers in the country, with three times as much intellectual and moral power as they can bring to bear effectively in one organized body. We lingered also at Trenton Falls, near Utica, long enough to learn that it is one of the most beautiful summer retreats that an exhausted teacher could possibly desire.

A few of the impressions received during our visit to Toronto, and facts gathered there, may not be wholly destitute of interest to the readers of the "Teacher."

So much has been written and said of the Prussian system of schools, that well-informed teachers have become familiar with most of its prominent features; but a system of education, in some respects more complete and imposing than that of Prussia, has sprung up on our own borders, which appears to have attracted less general attention among us.

The present system of education for Upper Canada is identified with the name of the Rev. Egerton Ryerson, D.D., Chief Superintendent of Schools. Dr. Ryerson entered upon the duties of his office in 1844, and spent an entire year in examining the different systems of other countries, both in Europe and America. The results of these

* Some idea of the useful practical information taught in these lectures may be formed by a reference to the following, which are the chief subjects upon which the pupils are examined:—Spelling, Reading, Grammar, Composition, Geography—Mathematical, Physical and Political,—Arithmetic, Algebra, Geometry, Mensuration and Mechanics, Book-keeping, History, Natural History, Hullah's Vocal Music, Natural Philosophy, Agricultural Chemistry, Science of Education, Art of Teaching, School Organization, &c.

† My observations at various schools in the United States, satisfied me that no attention is paid by the teachers to the tone of voice in which the boys give their answers.

‡ The females are regularly taught calisthenics, and the boys gymnastics, by a professor.

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investigations were embodied in an elaborate Report, published in 1846, and in a bill for the establishment of an improved system of schools, which became a law the same year. The system adopted by Dr. Ryerson is eclectic. Many of the general features of the school law were borrowed from the system of the State of New York; the principle of supporting schools according to property, was derived from Massachusetts; the elementary text-books adopted, were those published under the sanction of the National Board of Education in Ireland; and the system of Normal School training was derived from Germany. Dr. Ryerson acknowledges himself specially indebted to these sources, but the features he has derived from them are essentially modified in their application.

The course of instruction provided by law in Upper Canada, embraces every grade of school, from the lowest to the highest. The attention of the Educational Department is devoted more especially to the interests of Common and Grammar Schools, and yet it would be difficult to find another country in which an equal amount of pecuniary aid is furnished to students in the higher departments of education. In the University of Toronto, there are distributed annually among the students about sixty scholarships, each worth $150, besides numerous prizes and medals. The scholarships are given to those who sustain the best examinations in the different branches, at several different stages in their college course.

The Normal School at Toronto is an institution that would be an honour to any country in the world. It consists of a Normal School proper, and two Model Schools. In the Normal School, pupils are "taught how to teach;" in the Model Schools, they are taught to give practical effect to their instructions, under the direction of teachers previously trained in the Normal School. The Model Schools are designed to be the *model* for all the public schools in the Province. The buildings were erected by Government in 1852, and the grounds occupy an entire square of more than seven acres. The whole cost of the buildings and site was about $125,000. The buildings and premises are by far the most commodious and elegant of the kind in America. The main building is 184 feet long and 84 feet deep, and the extreme height of the cupola is 95 feet. The arrangement of rooms is such that the male and female students are entirely separated, except when in the presence of one of the teachers. More than half of the lower floor is occupied by the rooms of the "Education Office" and the "Map and Public Library Depository."

The Pupils of the Normal Schools are divided into two classes, and the lectures and other instructions are given chiefly by Thomas J. Robertson, Esq., and Rev. William Ormiston. These gentlemen had both been distinguished for their scholarship and ability before engaging in the school at Toronto, and they have shown themselves fully equal to the duties they are now called to discharge. Those who attended the recent meetings of the New York State Teachers' Association, enjoyed the privilege of hearing an off-hand speech from Mr. Ormiston, and it is no disparagement to others to say that it was not excelled by any similar effort during the sessions. Whenever we have occasion again to refer to a speaker who illustrates the *vehement* in style, we shall name the Rev. William Ormiston.

Much of the instruction in the Normal School is given in the form of familiar lectures, but the examinations of the pupils are thorough and searching. The number of pupils in attendance at the time of our visit was about eighty, but this is considerably less than the usual attendance. The course of instruction extends through two half-yearly terms, and embraces both common and higher branches of English study. The course appears to be less strictly professional than in several of the Normal Schools in the United States. Less time is devoted in the Normal department to the theory and practice of teaching; but this deficiency is in a great degree supplied by the extensive practice required in the Model Schools, under the direction of competent and experienced guides.

The Models Schools are more extensive and complete in their arrangements than any in the United States, unless we except the Model Schools at New Britain, Conn., which are unquestionably the best we have. The number of scholars attending the Model Schools at Toronto is about 400.

The business of the "Education Office" furnishes full employment for the Chief Superintendent and his Deputy, with some three or four Clerks. The *Journal of Education* is issued from this office monthly, under the direction of Dr. Ryerson, assisted by the Deputy Superintendent, J. George Hodgins, Esq.

Another important branch of the establishment is the "Apparatus, Map, and Library Depository." An extensive assortment of works in the various departments of literature and science, is kept constantly on hand, and schools and libraries are supplied at cost throughout the Province. The books furnished by this Depository to the public libraries, amount to nearly 100,000 volumes annually.

It may, perhaps, aid in forming an idea of the amount of business transacted by the Department of Public Instruction, to state that the number of letters received by its several branches, amounts to about 500 a month.

At the head of the whole system, are the Council of Public Instruction and the Chief Superintendent of Schools, both appointed by the Crown.—*Massachusetts Teacher, Nov.* 1855.

IV. FROM A NEW YORK POINT OF VIEW.

While contemplating our own progress as a nation, we are apt to fall into the belief that all other communities are standing still. Thus our opinion of the Canadians is unfavourable, and, to many minds, they are little removed above the savage. The same habit of derogation is common also to England, in adjudicating on continental affairs and through the English press are tendered us as truths the vapourings of her egotists. Both people, however, may be somewhat excused for the peculiarity, and especially when we consider that the greater portion of the information respecting foreign countries comes to them either through the discontented of their several communities or otherwise through those who have "left their countries for their country's good." Such instructors are always dangerous and their teachings savour little of truth.

To obtain a just knowledge of things at a distance, we must refer to official papers and peruse them with a liberal forbearance. In such a spirit let us examine the recent reports on Education in Upper Canada, and compare them with those made by our own authorities.

In 1852, the population of Upper Canada was 952,004, and that of the United States in 1850, exclusive of slaves, 19,987,568. The number of persons of school age (between 5 and 20) was respectively 868,952 and 7,184,873.

The following compares the school censuses of the two countries, referring to the years above quoted:

I.—UPPER CANADA.

	Establishments.	Schools.	Incomes.
Common Schools	3,127	194,736	$647,076
Academies, &c.	256	8,396	150,104
Colleges and Universities	8	756	
Total	3,391	203,888	$797,180

II.—UNITED STATES.

Common Schools	80,978	3,354,011	$9,529,542
Academies, &c.	6,085	363,096	4,644,214
Colleges, &c.	289	27,321	1,964,428
Total	87,302	3,644,928	$36,138,184

Reducing the aggregate of these statements to their proportions to the total population and to the school age population, the result compares as follows:

	CANADA.		UNITED STATES.	
	Total pop.	School pop.	Total pop.	School pop.
Establishments	1 to 280	1 to 109	1 to 229	1 to 82
Scholars	1 to 4.67	1 to 1.81	1 to 5.49	1 to 1.96
Income	1 to 1.19	1 to 0.46	1 to 1.24	1 to 0.41

These figures speak for themselves. They tell us that Upper Canada has fewer schools than the United States in proportion to population; but the ratio of scholars is considerably larger than in the United States. The remarkable fact is also disclosed that the pecuniary provision for education is about equal in the two countries *pari passu;* in Upper Canada, $100 for every 46 scholars, and in the United States $100 for every 44 scholars. The provisions in proportion to the whole population exceeds in Canada that in the United States. So far, it would appear that Upper Canada is in advance of the United States in its liberality to education. It has, however, fewer school-houses, and this may be consequent on the aggregation of its population, whereas in the United States the population is diffused over a wider space and is considerably less dense. The comparative rate is as 109 to 82, and this is also the rate of attendance in each establishment.

In Upper Canada, the number of teachers was 3,539; in the United States, the number was 105,904, or in the ratio of—in Upper Canada—one to 57.5 scholars, and in the United States, one to 34.4 scholars, making a difference of 67 per cent. in favor of the latter. Much of this difference, however, may be accounted for in the same manner as the necessity for the greater number of school-houses has already been; and again it might be stated that there is a scarcity of eligible teachers in Canada, since none are employed in the public schools who are found deficient on examination. In many states of the Union, there is no bar to the most illiterate becoming teachers, and there are few persons, even in this region, but may confess that they are acquainted with one or more such instances.

For all this no one can doubt that the United States, excluding the slaveholding States, are far ahead of Upper Canada in all that constitutes educational means and educational success. The same superiority, especially in numbers, applies to every grade of schools. We have more efficient colleges and professional schools; more numerous academies, and a more complete system of common schools. Of the normal school at Toronto much might be said, and that in praise;

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and also of the Canada system of school libraries. These are not surpassed in any of our States. It is the Slave States that hang as a millstone about our neck: we participate in all their degradation and thus in the fairest portion of our system we can, as a whole, scarcely compare with our young and vigorous neighbour. No, indeed; Canada has none of this oppressive monstrosity to contend against, and hence it has progressed and will progress, and that rapidly. Without envy we bid it God speed, and should it eventually pass us in the race the fault lies in our own social system, and we have no other party but ourselves to blame.

The annexed table exhibits the progress of the educational means of Upper Canada, and the result since 1842:

Year.	School pop.	Colleges.	Acad's, &c.	Com. Sch'ls.	Scholars.
1842	141,143	5	69	1,721	65,976
1843	———	5	—	———	———
1844	183,539	5	85	2,610	96,756
1845	202,913	5	95	3 736	110 062
1846	204,580	5	111	2.589	101.912
1847	230,975	6	160	2,727	131,360
1848	241,102	6	152	2.800	135,295
1849	253,364	7	196	2,871	144.409
1850	259,253	7	283	3,056	159.616
1851	258,607	7	231	3,001	175.895
1852	262,755	8	244	3,410	189 319
1853	268,957	8	256	3,127	203,936

The number of teachers in 1845 was 2,890, and in the years succeeding 2,925, 3,028, 3,177, 3,209, 3,476, 3,277, 3,388, and 3,539, respectively.

The following exhibits the proportion of scholars at school to the whole population in the undernamed countries:

Upper Canada	1 to 4.7	Saxony	1 to 9 0
Lower Canada	1 to 8.2	Belgium	1 to 8.3
United States	1 to 5.5	Holland	1 to 14.3
Great Britain	1 to 7.0	Austria	1 to 13.7
Ireland	1 to 14.5	Greece	1 to 18.6
Denmark	1 to 4.6	France	1 to 10.5
Sweden	1 to 5.6	Russia	1 to 50.0
Norway	1 to 7.0	Portugal	1 to 31 5
Prussia	1 to 6.2	Spain	1 to 42.6

It will be seen from the above comparative table, and need scarcely be stated here, that in Lower Canada the educational *status* is much inferior to that of Upper Canada. But even in this section of the Province, there has been much accomplished, and many of the barriers which formerly negatived all attempts at improvement have been thrown down.

From the Report for 1853, it appears that in Lower Canada the total number of educational institutions was 2,418, and of scholars 108,284. These are represented in detail, as follows:

2,114 Elementary Schools	with 92 275 scholars.
67 Model Schools	with 3,524 scholars.
53 Superior girls' Schools	with 3,041 scholars.
19 Academies	with 1,169 scholars.
14 Classical Colleges	with 2,110 scholars.
44 Convents	with 2,786 scholars.
35 Independent Schools	with 4,923 scholars.

The number of teachers of all grades was 2,212, of which 808 were males and 1,404 females. The amount expended for wages, school-houses, &c., in the year, was $275,587, of which sum $109,739 was appropriated by Government, and $165,848 was derived from assessments and contributions. Of the whole number of scholars attending schools

55,351 were learning the alphabet and reading.
27,365 could read well.
50,072 could write.
18,231 were learning simple arithmetic.
12,418 were learning compound arithmetic.
12,185 were learning geography.
6,738 were learning history.
15,358 were learning French grammar.
7,066 were learning English grammar.

—*New York Tribune, December*, 1855.

THE "LONDON TIMES" ON CANADA AS REPRESENTED AT PARIS.

Canada has had many compliments paid to her for her representation at London in 1851, and at Paris in 1855, and to receive them is pleasant. The *London Times* exceeds itself and all other papers in the article, which we copy below, from its impression of the 7th ult. The circulation of such views cannot fail to produce the benefit that we have ever hoped from this Exhibition:—

We have said that the interesting characterictics of separate nationalities have been broken up by the piecemeal way in which the Exhibition has been completed, but in some respects, perhaps, it is not to be regretted that such should be the case, for one result is that visitors are enabled to concentrate their attention upon specialties which amid the grandeur and more comprehensive attractions of 1851, scarcely obtained the notice or consideration which they deserved. For example, we were not then, as we are now, fascinated by that rivalry between the most advanced productions of private enterprise and of Government establishments which strikes us in the contrast between Minton and Sevres, between Whitworth and the Ecole des Arts et Métiers, between the Engineering works of English enterprise and those of the French Ponts et Chaussés Corps. In Hyde Park, with a free-trade policy established, it was not necessary, as now, to take the measure of that remarkable system, made up of protective duties on the one hand, and of Government patronage and endowment on the other, under which the natives of the country are seeking to rear the fabrics of their special industries. Nor had we much inducement or opportunity there to study with the attention which they undoubtedly deserved the contributions of those new and now just rising into form and consistency in fresh regions of the world, and moulded from the overflowing materials of European civilization. Of all the subjects of interest which the Paris Exhibition presents to an enquiring mind, the last is certainly one of the most striking. What can be more delightful than to watch the first stages of progress in infant communities—how hardly and industriously, applying every resource of modern science and skill, they hew out wealth and independence for themselves from primæval wilds—how they subjugate nature with a rapidity and completeness unknown in any past age of the world, and self-governed and self-relying, tread with confidence in the face of the nations, the path of greatness to which their destiny manifestly calls. That is the touching and sublime spectacle which, with pride in his heart, every Englishman will scan as, making the round of this Exhibition, his steps lead him to where our colonies unfold their young resources. Let us take our readers with us through the Canadian Department as a specimen of the rest, and invite them to ponder well over the significance of a display possessing little external beauty, but not the less pregnant with that moral and intellectual interest which we have endeavoured thus faintly to indicate. On entering the department, the first objects that attract attention is a great timber trophy, occupying the centre, and in which are collected specimens of all the more important results that our adventurous emigrants have won with their axes and strong arms from the "backwoods" of the "far West." There are sections sound to the core, of the trunks of all the most useful timber of commerce, including oak, yellow pine, black walnut, maple, beech, birch, cherry tree, and hickory, and, close beside the wood itself, its manufactured products, turned out by machinery at a price which, even to Englishmen, with their wealth of mechanical appliances as compared with other countries, appears fabulously low. There are window frames complete, with jalousie blinds on the French pattern, for 7s, and doors with their framing, ready for use, for 16s, and mouldings, 8 inches wide and 100 feet long, at the same price, and capital oak wheel-spokes for 5d each, and beautifully turned and shaped handles for axes in the best material for 6d, and oak flooring, ready made at 20s per 10 square feet. Even the waste of this branch of manufacture has, in a careful spirit of industry which cannot be too highly commended, been overhauled, and among the objects to which the attention of the European markets is thus invited, gigantic shavings, which give some idea of the scale of the operations in wood, are included. In other portions of the space are exhibited a number of objects further illustrating the advanced state and capabilities of this branch of colonial industry, and among them may be specially mentioned a good, strong wooden bridge of 150 feet span, costing only £600, and the part of a strong box for packing sugar, which go into the smallest possible space when in pieces, can be put together when required at once, are much better for stowage and in every other way than hogsheads, and cost only 2s. Following up this subject of manufacturing in wood, we find the Canadians exhibiting, at the opposition end of the Annexe, some excellent and ingenious machines for working in this material. One of these, shown by Mr. Munro, is capable of performing seven different operations in planing, tonguing, and grooving. Another, for heavy ship carpenters' works, by Mr. Rodden, besides its special merits, points to what the colony is doing in the formation of a commercial marine; and besides these there is an ingenious nail making machine and other interesting objects.

So much for the results which Canadian enterprise has extracted from the forests which it has to vanquish that these vast provinces of the British empire may be subject to the full dominion of civilized man. Now what has Canada done in agriculture, the next stage in the great progress of young communities. She has not carrid away the prize for the finest cereals, but her display of agricultural produce is superior to any other in the cleanness of the different kinds of seeds, the evenness of their quality, the compactness with which large samples in proper bulk are exhibited, and the admirable variety in which the most useful fruits of the earth for human use are shown. Not only is the abundant and varied fertility of the soil perfectly illustrated by the actual produce in its unmanufactured state, but the collection

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includes wheat of the finest color and grain—biscuit still, after the lapse of months, fresh and palatable to the taste, for 4½d. per lb—and, more important still, a mode of preserving and economizing without salt or other expensive processes the vast supplies of animal food which are at present lost for the want of some simple method by which they can be brought into the great markets of the world. This preserved meat is exhibited in powder, and not in cakes, as was the case with Jael Border's biscuit which attracted so much attention in 1851. It appears, however, in other respects to be manufactured much in the same way, and is said to possess the same remarkable quality of swelling into bulk when combined with hot water. We must not forget to notice, among other striking features of the Canadian display, some excellent specimens of oil cake, the use of which in the colony, apart altogether from the question of commercial profit in exporting it, marks significantly the advanced state of agriculture there.

It was hardly to be expected that these provinces, not yet emerged from the first labours of settlement, should, nevertheless, in a rough way have taken count of their mineral resources. Yet such is the case. In this Exhibition, the Canadian Commissioner, Mr. Logan, himself the surveyor of the geological structure of the colony, and a man of rare scientific attainments, has arranged a magnificent collection of all that in this field of industry the provinces may be expected to yield. Here are found building stones, and slate and marbles, masses of phosphate of lime embedded in calcareous rocks and whetstones, and sandstone so pure as to be considered well fitted for use in glass manufacture. Here, also, is a good display of copper ore, rich enough to promise for the future, and great blocks of magnetic iron, containing 65 per cent. of the metal, being in itself a natural loadstone, and extracted from a bed 500 feet thick. Unfortunately, there is no coal. The American field terminates just beyond the verge of the southern frontier, and this great source of wealth is withheld from the colonists —who shall say for what wise purpose? Perhaps to stimulate their industry in clearing away those interminable forests interposed between western civilization and the Rocky Mountains. Certainly we may hope to enable Canada to compete with Sweden in supplying our iron trade with an abundance of the finest quality of iron smelted with wood charcoal.—Like Australia, Canada has her goldfields, and Mr. Logan exhibits numerous specimens of nuggets collected there but with exemplary patriotism, he expresses, in showing them, his hope that these fields may remain unprospected by the digger so that the sturdy industry of the colony may escape that source of demoralization.

From the water as well as the land these provinces illustrate in the Paris exhibition the abundance of their resources. In 1851 they showed a new leather, formed out of the skin of the porpoise, and possessing remarkable strength and durability. The novelty on this occasion is isinglass, which is now obtained in large quantity and of the best quality by the colonists, acting on a suggestion made by Professor Owen four years ago. They are not the men to neglect such hints, and the result is that we are now able to look to a fresh source of supply for a valuable material, which, until the war commenced, we drew almost entirely from Russia.

Of such articles as edge-tools; boots and shoes, harness; carriages, agricultural implements; and fire engines, in all which the Canadians have now a species of recognized excellence, their Paris collection is complete. The temper of axes is superior to that of Sheffeld; they show 2s.6d. per pair warm winter boots; such as are used by our troops in the colony, and are admirably adapted for withstanding intense cold in a dry climate. Prince Napoleon has bought one of the beautiful light hickory-built carriages which they exhibit; and, as to the fire-engines, Mr. Perry, the shrewd superintendent of the department, who has had some experience in fires, asserts that with 16 men it will do as much work as one of ours with 24.

Such as a whole, is the Canadian Exhibition here selected by the Government from local exhibitions held previously at Montreal and Quebec, and sent at the public expense to Paris to shew what can be done by a young community on the furthest verge of our western civilization, with equal law, and left by England, the mother country, to find its own feet and proper level among the producing Powers of the world. Has the philosophic mind not reason to feel confidence in the future destinies of human industry when it traces in the rising States of the earth manufacturing energies so forward and vigorous; directed to objects so strictly in accordance with the material necessities of the position they occupy?

The *Times* further remarks, in speaking of the value of these Exhibition:—

"A striking illustration of the use of such exhibitions will be found in the isinglass from Canada. Knowing that the sturgeon abounded in the North American rivers, and struck by the absence of isinglass from the quarter in 1851, Professor Owen drew the attention of the Colonial Commissioner to the fact, introducing him to the chief London importer of that article. What is the consequence? Why, that when our English Cuvier visited the Canadian department of this Exhibition, the same commissioner drew his attention to the specimens there displayed, and gratefully recounted the success which had attended the efforts to establish a commerce for this new and valuable product, which, previous to 1851, had been rejected among the useless entrails of the sturgeon. 'The value of the isinglass from this fish,' says Professor Owen.—'Is chiefly due to its peculiar organic texture, on which its property of clarifying wines and beers depends; no artificial isinglass, however pure the galatine, or identical as to chymical composition with the air bladder of the sturgeon, answers the purpose of the preparers of fermented liquors. Hitherto Russia has been the chief source of the supply of isinglass. Our present relations with that country add to the development of the same product in one of our colonies, and it might be recommended to the colonial authorities to afford every due encouragement, aid and instruction to the Canadians living in the vicinity of the rivers and lakes, in the capture of sturgeons and the preparation of the air bladder and the outer tunic of the alimentary canal, after the modes of obtaining the best Russian isinglass.'"

CANADA AT THE UNIVERSAL EXHIBITION OF 1855, IN PARIS.

From the Montreal Herald.

We are now in receipt of official documents regarding the great Exhibition of 1855 in Paris. They give a most minute and, we believe, extremely impartial description of the nature and value of the numerous articles which the different countries on the face of the earth have contributed to render this Exposition one of the most brilliant that ever took place. In the grand catalogue of countries mentioned in these documents, Canada has not been forgotten, and the following extract which we translate from the French original will show better than anything else in what high estimation this Province is held in France by persons most competent to judge of the utility and value of the natural and industrial productions of a country. The extract in question reads thus:—

The graceful trophy, erected in the centre of the space allotted to Canada, (in the building of the Exposition at Paris,) at once indicates the special character of the productions of this country. Barrels containing articles of food, as grain and preserved meat and fish, have been ranged at the foot of the trophy. On the upper part appears a collection of blocks of timber which support the implements of the agriculturist and wood cleaver. Samples of fur and British flags crown the summit.

In 1853 the value of the export of wood amounted to 47 millions, precisely one-half of the value of the total export. This sufficiently proves of what importance those immense forests, which cover a great part of the soil of Canada, are to that country. The samples of walnut are magnificent.

The Canadians know how to skilfully employ the natural richness of their country. All the turning work sent to the Exhibition is remarkably well done, and so is the cabinet ware. The trophy contains a well constructed door, the price of which does not reach seventeen francs; in France a similar door would cost at least twenty francs.

Grain is a very important article of export for Canada, and the Montreal gardeners have preserved the traditions of the beautiful French culture; they export their fruits and vegetables to several parts of North America.

Although a war of extermination has somewhat depopulated the forests of Canada there are many beautiful furs at the Exhibition, among which those of black and silver foxes deserves especially to be mentioned. The price of this sort of fur is incredibly high and reaches sometimes 500 francs for one single black fox hide. The trophy is surmounted by a beaver which interesting animal has almost disappeared.

The Gulf into which the waters of the St. Lawrence flow is well known for its extreme abundance of fish, and the fisheries there add considerably to the wealth of Canada.

The minerals of the country chiefly consist of iron and copper. Considerable beds of native copper have recently been discovered near Lake Superior, and their exploration has already commenced. The Exhibition contains several beautiful simples of this copper, as also of pyrites of copper and malachites. Sulphate of zinc, argentiferous galena and native silver and gold, complete the beautiful collection of the metalic productions of Canada.

Long since inhabited by Europeans, the country already possesses a notable industry, pretty carriages, beautiful tissues, a fine collection of ironware, which show that the time is perhaps not far distant when the importation of manufactured articles will no more have that importance to Canada which it still retains. The agricultural machines of Canada are decidedly not inferior to even those of England.

Finally, the enormous works of art undertaken by Canada show her riches; the country is covered with a net work of railroads joining from all sides the St. Lawrence, which is the great vein of North America, and has by immense works been brought into communication with the Lakes. The facilities of navigation, and the cheap rates

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of travelling for the conveyance of merchandize, will give this grand route a decided importance with regard to the communication with Western America, and make it a serious rival to the Canal of the State of New-York. The great river itself will soon be crossed near Montreal by a railroad bridge; its length will be two kilometres (about 6,156 feet.) A colony which executes similar works to avoid the expense of transhipment, is certainly enjoying a fine state of prosperity."

JOURNAL OF EDUCATION,
Upper Canada.

TORONTO: DECEMBER, 1855.

*** Parties in correspondence with the Educational Department will please quote the *number* and *date* of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

THE ANNUAL ELECTION OF TRUSTEES.

We have so frequently referred to the highly important duty which devolves annually upon the school electors in each School Section of Upper Canada, that it may not be considered necessary to repeat it. Still, an anxiety to impress upon the minds of the people the absolute necessity of circumspection in the discharge of their duty at the approaching annual school meetings, induces us again to refer to the matter.

The successive School Acts have invested the office of Trustee with great authority, ample powers, and a corresponding responsibility and dignity. No man should aspire to this office who does not fully understand and appreciate the spirit in which it should be exercised. Intelligence, integrity and a large liberality should invariably characterise him; so that in his official intercourse with the Teacher, the inhabitants of the Section and the children of the school, he could command their personal respect, and the ready assent of all parties to any measure designed to promote the interests and prosperity of the Section.

On the other hand, the inhabitants of a School Section should exercise great discrimination in the selection of these important officers. The Trustees possess the sole authority to select and employ the Teacher of the Section, to impose the rates, build the school-house, direct and manage the library, and, in short, perform all those executive duties of the School Section, on behalf of the inhabitants, which pertain to the office. While, in the performance of these important duties, the Trustees should, when once in office, be cordially sustained by the inhabitants, great care should be exercised in their first election. It must be obvious to every one, that to take little interest in the annual meeting, and to exercise little discrimination in the selection of the Trustee representative of the Section, and afterwards to display a disproportionate sensitiveness at every act of the Trustees, and an indiscriminate opposition to every measure involving the necessary expenditure of money, is not the way to remedy the evil complained of, but rather to increase it, by creating ill-feeling in the Section, and embarrassing the Trustees in the lawful performance of their duty. The duties of Trustees are clearly defined: they must keep open their school for at least six months of the year; they must provide a qualified Teacher, and pay him a liberal salary; they are responsible for the books in the library, and the maps and apparatus in the school; they must keep the school-house and premises in a proper state of repair, besides incurring other necessary expenses on behalf of the inhabitants and for the Section, in which they can only have no more personal interest than any of their neighbours. If they do not faithfully perform all these duties, they either subject themselves to a fine, or incur personal responsibility. They must discharge their liabilities, and are therefore bound to exercise all the corporate powers with which they are invested for the fulfilment of their contracts and engagements. These facts should not be lost sight of, but a careful consideration of the matter should lead to a deeper interest in the schools generally, in the ordinary examinations, and in the annual meetings of the Section. This would promote a more united action on the part of the Trustees and people in sustaining and perpetuating those invaluable institutions for the enlightenment and social elevation of the County—the Common Schools, not unaptly termed the Colleges of the people.

TO LOCAL SUPERINTENDENTS AND TRUSTEES.

Early in the present month the blank forms of half-yearly and yearly returns were sent to local Superintendents for distribution among the rural School Sections. Local Superintendents should see that each Section is promptly supplied with a form. Any additional copies which may be required, can be obtained from the Department.

The half-yearly returns should be sent to the Local Superintendent during the first week of January; on the 12th of January the last half year's instalment of the School fund, (which is, by the 27th section of the School Act of 1850, made available whether collected or not,) will be payable to teachers, upon the check of the Local Superintendent; and any treasurer refusing to pay such lawful order, after that date, can be sued for the amount by the teacher holding it. The Trustees' annual report is required by law to be read at the annual school meeting, on the 9th of January, and then sent to the Local Superintendent, on or before the 15th. If delayed after the 31st of January, Trustees are liable to a fine of $5 for each week's delay.

The blank forms of reports for Grammar and Common School Boards of Trustees, and for Local Superintendents, &c., will be sent out in due time, without further application on their part.

The school registers were despatched some time since, as intimated in the *Journal* for October.

A copy of the new edition of the Common School Acts will be sent early in January, to the Trustees of each School Section in U. C.

TO TEACHERS.

It should be borne in mind by teachers (as intimated in the *Journal of Education* for May, 1854, page 86), that in order to avail themselves of the Superannuated Common School Teachers' Fund, it will be necessary for them annually to transmit their subscriptions, beginning with 1854, to the Chief Superintendent of Schools. No teacher, now engaged in teaching, will be entitled to share in this fund who does not thus contribute to it annually. Subscriptions should be sent in as early in the year as possible.—See Chief Superintendent's Annual Report for 1854, pp. 284—237.

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THE UNITED EMPIRE LOYALISTS.

How little is known of the "pre-historic annals" of Western Canada! A belief that there settled on the shores of the great lakes, about the time of the Revolution, a number of men and women distinguished by the above name, is the sum of the knowledge possessed by very many of the present inhabitants of the colony, which these very people called into existence. What brought them there at that period, whence they came, how they did, what they suffered, are all questions seldom asked, and more seldom answered. Nor shall we at this time reply to them, any further than by saying, that these people were devoted subjects of the British Crown, who would not and did not join in the war of Independence, but took up arms for the United Empire, and who, when the victory went with the colonists, refused to abandon their allegiance, and, suffering the confiscation of all their earthly goods, went forth, in 1783, to seek a home in the wildernees of Canada.

In us, no ignorance of history can be more reprehensible than that which we now censure. It amounts to an utter obliviousness of our peculiar story. And surely, if a man would know anything of the life of nations, he should first know a little about the origin of his own. Here, then, we are, in the sixty-second year of our being in Upper Canada, with the only men who could accurately inform us, fast dying, if not already dead, all but grossly ignorant of our provincial parentage and birth. Such indifference is to be expected in barbarians, and the historian of this age sighs over the "hollow waste" which these have left our fancies to fill up; but in us it is wholly unpardonable, and, unless an effort be soon made, its consequences will be, to a large extent, irretrievable.

But, irrespective of our future, such carelessness is a cruel injustice to our fathers. We should know who they were. No bar sinister stains our escutcheon. They were men of whom we need not be ashamed. The United Empire Loyalists form an ancestry of which any people might be proud. They had every characteristic which can go to constitute an enduring substratum for a coming nation. They were men, of whom the descendants of contemporary foes, now utter disinterested eulogies. Respecting them, even prejudice is dead, and the grand-child of the Revolutionists can speak generously of the Political opponents of his ancestors. More is known and thought in Boston of the virtues of the Canadian Loyalists, than in this land, where their honor was tried as in a crucible, and their undistinguished ashes repose. And this is wrong. They merited a better fate, at all events, from us. They are *our* Pilgrim Fathers. They are our heroes. They were martyrs to their principles. Believing that a monarchy was better than a republic, and shrinking with abhorrence from a dismemberment of the empire, they were willing, rather than lose the one and endure the other, to bear with a temporary injustice. And their sincerity was put to the test. They took up arms for the king; they passed through all the dangers and horrors of civil war; they bore what was worse than death itself—the hatred of their countrymen; and when the battle went against them, they sought no compromise but forsaking their most splendid possessions upreared the banner to which they had sworn fealty, and, following where it led, went forth to seek, on the then inhospitable shores of Ontario, a miserable shelter, in exchange for the home from which they were exiled. Nor did they ever draw back. The Indian, the wolf, the famine, could not alter their iron resolution; and for their allegiance, they endured a thousand deaths. They lost every treasure but their honor, and bore all sufferings but those which spring from self-reproach. A still surviving and venerable son of that band, flushed with the feelings of his father, tells us that "*their* loyalty consisted of something more than a name. They did not stop even to weigh their lives with the crime of treason." Thus they lay down in the wild woods, "with a conscience void of offence, and in the enjoyment of that peace and tranquillity, which was a result of the performance of their duty, no less to God than to their king." such were the sentiments of the United Empire Loyalists, once more uttered by their aged descendant, and here repeated by us, that this generation may know the chivalrous race which has passed away.

It may be said by some, that all men now admit the Revolt of the American Colonies to have been a just one. And such we believe it was. They were ill-used. A foolish King sought to tread on them. We all know, and have said this a thousand times. But the fact that George the Third played the tyrant, makes nothing against our LOYALIST FATHERS. They were not tyrants, but faithful subjects. In many instances they held the Royal views, and even when they did not altogether endorse them, were willing to bear an evil which seemed to them little, when compared with what they deemed rank rebellion. We are as much bound to believe that they acted conscientiously, as we are bound to believe that those did so, who took the opposing side.—It was a question of opinion, and they made their election. As provincials, they had the right to make what choice they pleased. The dispute affected themselves. Thus, sentiments which in the King were tyrannical, and commands, which, when issued by him, we utterly condemn, are when held, and performed by the Colonists themselves, to be spoken of in a wholly different tone. They might be in error as to the use of the prerogative, but that creed cannot be a tyrannical one, by which we will to manage our own affairs. A man cannot be a tyrant to himself. George the Third acted despotically; the mass thought so; but the LOYALIST FATHERS were of another mind. Therefore, while the King did wrong, all that can be said of those who adhered to him is, that they differed from the majority of their countrymen as to the extent of his power. We find them then following the dictates of principle; we find them doing so in the face of ruin; we know, therefore, that they were sincere; and so, giving to them that freedom of judgment which we claim for ourselves, we see in them only fellow subjects, to whom we are bound by every tie which can unite the successive generations of a people.

In reality these men need no defence. But inasmuch as the world at large, now view the history of that period in another light, and not a few seem prone to condemn all who, two genarations back, did not think with themselves, we deem it not an idle thing to vindicate the Heroes of the Province, from the unfair remarks which have often been made about them, and to urge their claims on our filial respect. It will be remembered, too, by all Canadians, that these men's deeds have been narrated by their enemies, and that we have heard of them oftenest from those who most abhorred them. But this will not do. The Loyalists are our own men. Their reputation is ours. We must put ourselves, therefore, in their circumstances, and while we may not now see all things as they saw them seventy years ago, we are called on to defend them where we can, and to honor them always. Nor in doing so, is there any need for us to abandon any principle. We have nothing to do with the points in which we differ. It is our business to honor them for those in which we are agreed.

The Americans have set us an example in this direction. Their Puritan Fathers are held in perpetual remembrance. Men make pilgrimages to the place where they landed, and Plymouth Rock is now their monument. And yet the American people do not agree in every iota with these worthies. There are multitudes who can see in their principles, points, where there is room for difference, and in their conduct, some things to censure. On one matter, however, all are agreed, and this is to admire their zeal for Religious Liberty, and to reverence men, who could bear so much for the sake of their convictions. Precisely similar should be our treatment of our LOYALIST FATHERS. There are points in which we differ from the opinions which they held, but we can all agree in admiring their attachment to the Mother Country, and the patient sincerity with which they suffered for their loyalty. Thus we should venerate them. Nor do we know any better mode of doing so, than by seeking to learn more about them. To this end efforts should be made. Nor need there be any difficulty. There are those in Canada, whose position, talents, and connections, give them many facilities for full investigation. Why, for example, could not our Superintendent of Education perpetuate their story? The son of an U. E. Loyalist himself, such a work would be a graceful tribute to his ancestors, and a solid contribution to the literature of his country. Something must be done, in justice alike to the past, and to coming generations. Nor can we believe that the growing intelligence of the Province, will fail to produce some one patriotic enough, to tell the world a tale of lofty principle and noble sacrifice, which when set forth as veritable history, will kindle a healthful glow in every bosom. No people has made a figure in the life of nations, without its heroes. The LOYALIST FATHERS are the heroes of Canada. Let us therefore know all about them.—*The Globe.*

WHAT A SCHOOL TRUSTEE SHOULD BE.

The time is now coming when another election of these functionaries must take place, and the subject is of too much importance to be neglected, if a word of advice as to the duties of electors, and the requirements of candidates, can be of any service. The position of a School Trustee is very important. It is his business to assess the city for school purposes; he it is who must examine into the education wants of his fellows; on him also devolves the duty of appointing Teachers, and examining these when appointed, and looking to the progress of the children under their care. Now, for the performance of such onerous and honorable services, varied qualifications are requisite. On Trustees sacred responsibilities rest, and they should ever be persons worthy of implicit confidence, and capable of wise and careful action. The mere matter of assessing demands the exercise of sound judgment; for, while it is of primary importance that the full sum needed be forthcoming, it is also important that no more rate should be laid on than the good of the city requires. No tax is more cheerfully paid than that for our Schools; but for this very reason, those who send the Collector to our houses, should be careful about the amounts which they authorize him to collect. A School Trustee, therefore, should be a good and honest man of business. If he is not, he is unfit for the office. New School-houses have likewise to be built, and much care is required in deciding on a plan, and seeing that the public work is

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well performed. Here again the business man is necessary. But intelligence of another sort than that which is generated at the desk is also needed; the Trustee must know enough of school architecture to provide for the convenience of the teachers, and the health of the taught. And as a great deal of a child's education depends on the accidents which encircle him, this officer should likewise have taste and refinement enough, to care for and create these little accessories which so greatly tend to imbue the young with self respect, to banish coarseness, and to develope elegance. Education is not all done when a lad can read, write, and cipher; we wish to make him feel that there are graces to be cultivated, as well as utilities to be acquired. Further, the Trustee has to choose instructors, and he cannot possibly do this unless himself be instructed. A man of small education cannot judge of the tutorial qualities of one who has much. He may be able to say that people are as ignorant as he is, but he cannot tell whether or not the candidate for a teachership be competent to teach. To judge properly of such a matter, a Trustee would almost need to be himself a teacher; but since we cannot elect this class of men, we have a right to expect that those who do sit in judgment on the qualifications of others, should themselves possess some knowledge. An ignorant, uneducated School Trustee is an absurdity. Far better put in a straw man than such an one. The stuffed figure would at all events do no harm. Again: how can an uneducated man examine a school? How can he tell whether the method of the teacher be good, and his success adequate? He may count heads, but he cannot possibly comprehend what is in them. He cannot discern between good and bad, between something and nothing. Probably many of the children know more than he does. Undoubtedly the master is better informed, otherwise he is not fit to be there. The result is that such a person may praise what is censurable, and may censure what should be praised. His report is not worth a groat. Like the Scotch Provost, when the boys read Cicero, he may hold the book upside down, and be in raptures with the translation. A school Trustee should be a man of much respectability in every way. The children look up to him, and can think but little of the system, when they see among the magnates, those with whom, in private, they possibly might not associate. People may tell us that our standard is too high; but we answer that this is impossible. A school Trustee cannot be too good a man; if there be an important office it is his; and if there be a duty laid on the citizens which they should conscientiously discharge, it is that which is involved in the choice of such officers. Our system is yet in its infancy, and all depends on the first start. It seems almost ridiculous to add, that *party spirit* should have no place in this business. The question for voters to ask is, who is the most active, intelligent, and reputable man to be set over the educational concerns of the rising race? Let each, at the next election, make this enquiry, and act accordingly.—*Globe.*

Papers on Practical Education.

SIMULTANEOUS ANSWERING.

One of the chief improvements in Education, made by Mr. Stow, is a method of communication, styled by him "a picturing out in words." In this method simultaneous answering holds a prominent place; and it ought, accordingly, to be clearly understood, and regularly employed by all teachers who profess to act upon the principles of his system. As far as our experience goes, there is no point in the Training System which is more frequently misunderstood and neglected, even by its professed advocates; and hence it is no wonder if persons indifferent or opposed to it, should ridicule its use. We are fully convinced that it is by far the most efficient instrument known, for the purpose of collective teaching, and consequently we are anxious to point out its use, and to guard against the perversion of it.

For obtaining simultaneous answers from a large class, no special arrangement is absolutely necessary. A thoroughly skilful teacher is able, with almost any arrangements, to elicit such answers; but, nevertheless, as a general principle, the closer the arrangement of the children, and the more complete their exposure to the eye of the teacher, the better. As these two points are best secured by a raised gallery, this should be secured, if possible, by every one who intends habitually to employ collective teaching; and we shall for our present purpose, assume that a large class (say 60 or 70) is to be taught in such a gallery.

When any attempt has been made to deviate from the mere exercise of memory for words or facts in education, some form of questioning has been almost invariably employed. A distinction has been drawn by Mr. Stow, between questions, properly so called, and eclipses; but it goes no farther than to shew that the eclipsis is merely an indirect form of questioning, calculated under suitable circumstances to carry on the current of thought or explanation more quietly and agreeably, than can be done by employing the direct form. We may, therefore, take for granted that in every attempt to develope mental power (in contradistinction from the mere inculcation of facts), a system of question and answer will find place. Excluding purely Catechetical Examinations, in which a set answer is given to a set question, it appears to us that there are only three kinds of answering possible; and these we shall speak of as individual, indiscriminate, and simultaneous answering. Each of these has its proper place and use in collective teaching; and what this is we shall now attempt to show.

Individual answering requires no explanation of its nature, further than to state that each child is asked one or more questions in rotation; to which it answers as well as the extent of its information will allow. When a small class only is to be taught, this plan has many advantages, and it should never be neglected; but with a large class it becomes inapplicable. In the case now before us, if we allow only half a minute for the putting the question, for the childs' consideration of it, for his reply, and for the teacher's approval, rejection or modification of it, it is plain that half an hour must elapse before the same child would be questioned again. There are a few exceptional cases in which children of superior information, and great mental activity would sustain their attention through all this period; but undoubtedly the great majority, knowing by experience that they would only be questioned twice an hour, would withdraw their attention, and content themselves with a desultory attempt at answering the questions addressed to them individually. The great waste of time, the bad mental habits thus induced, the consequent want of progress, and the almost inevitable disorder, form insuperable obstacles to our relying on this process alone for the instruction of large classes.

By indiscriminate answering, we understand the answers given by an indefinite number of children in a class; to a question addressed to all. The process is only too often exemplified by unskilful teachers. They ask a question, and hearing from somebody a right answer, they signify their approval, and proceed to ask another question to be answered in a similar manner. Or it may be that they observe a wrong answer, and express their disapproval, or attempt to exhibit the error by a series of similiar questions answered in the same way. This is, obviously, nothing more than a conversation between the teacher and a few of his most advanced pupils, leaving the mass of the children in complete inactivity and ignorance. Those who answer, learn comparatively little, since they mostly do it from their previous knowledge; and those who do not answer, in nearly all cases, learn nothing at all, and form the very pernicious habit of listening to a speaker without making any effort to comprehend his meaning. The mistaking this for simultaneous answering, has prevented many teachers from making efforts after a more excellent way; and has caused much discredit to be cast on collective teaching by imperfectly informed persons, such as Inspectors, or Patrons of Schools. Taken by itself, it is a practice even more inefficient than purely individual answering; and it should be carefully shunned, though, as we shall now proceed to shew, methods are very valuable when properly applied.

A simultaneous answer, in our sense of the term, is an answer given by all, or by nearly all the children of a class, *as the result of a previous educative process* Where this previous process has not taken place, the answer is merely indiscriminate, how few or many soever have united in giving it; and its value comparatively small. Questions addressed to children may involve various degrees of difficulty. If the question refers to something familiarly known, it may probably be answered by all; if, on the other hand it refers to something entirely new to the class, it may as likely be answered by none. The real use of such extremely easy or extremely difficult questions consists in their serving to guide the current of thought in those directions in which the teacher wishes it to flow, to introduce a new subject, or to recall old knowledge of which he wishes to avail himself. Between these two extremes, questions of any degree of difficulty may be asked, and they constitute the first step in the educative process above alluded to. The answer given to such a question is an indiscriminate one, and the purposes it serves are chiefly to keep the more advanced members of the class active, to encourage thought among them, to promote a kindly species of emulation, and to carry on the process of instruction in a manner more interesting to the children, than could be done by stating each successive points of the lesson as a separate proposition. In most cases, if the questions are not reasonably difficult, perhaps an answer will be got from half a dozen children.

This answer may be right or wrong, and must be dealt with accordingly. In either case the second part of the process now begins, and the purpose of it is to correct what may be erroneous, to complete what may be partial in the children's knowledge, and to render the information and thought of the few, the property of all. Merely allowing the children a little time to dwell upon what has just been brought before them is sometimes sufficient, and this may be done by simply inverting the answer given, and making an ellipsis; or by asking the question again in a simpler form. But, if this is not sufficient, (a point which the scarceness of the answers given will sufficiently indicate), we must then resort to familiar illustrations of the topic under consideration. Of course such an illustration, to be of any value must be familiar to the children, not merely to the teacher. This turning over of each successive point before the minds of the children, simplification by means of analogies, and presentation of it in various lights, if suc-

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cessful, makes it the property of all; and we now arrive at the third stage of the process, which is the simultaneous answer properly so called. The teacher reverts to the points which was the subject of the first indiscriminate answer; he presents it again, either as a direct question, or as an ellipsis, and the answer ought now to be given by all, or nearly all the children. The simultaneousness of this is the test of success in the preceding part of the process; and if it is not attained, the illustration by analogies, &c, must be recommenced, however great the demand may be on the teacher's patience; and the success of this further illustration must be tested again in the same way. Every successive step in the lesson ought to form the subject of a simultaneous answer, and be thus fixed in the minds of the children. No collective lesson can be given with life and effect where this is overlooked. It will infallibly degenerate into a lecture, or into something not so efficient as that.

When the proper simultaneous answer has been obtained, we shall find employment for individual answering. It is in comparatively rare cases that every child can be got to answer with all the rest, by any amount of teaching skill. There are always to be found a number of children, who from constitutional dullness, or habitual idleness, cannot be got to keep pace with their school-fellows; and of course every teacher knows where to look for them in his own school. After every simultaneous answer, one or more of these should have his attention and exertions quickened by a question addressed to himself; and the teacher should ever be on the alert to see where they are most needed. If in addition to these he should now and then select others less markedly deficient, or even now and then the more advanced scholars, the results will be beneficial. He will be saved from making too high an estimate of the progress of favourite scholars; and will now and then discover where he needs to be more exact or more lucid, even for his most advanced pupils.

In illustration we take the liberty of subjoining a specimen of what we desire from the lesson on the Mole, in Mr. Stow's training system. The italics mark the words supplied by the children, and the dots indicate the places where ellipses are made.

"When you look at a land bird and a water bird, and compare them, what do you notice? *A great difference in the way in which they are made.* What was the word formerly given instead of 'the way in which they are made?' Try to remember. *Structure.* Quite right; and they are made differently, or have a different...*structure*...because they differ in their...*ways of living*...or their... Who remembers the word that means ways of living? *Habits.* Now all sit upright and attend. When you find an animal of a particular structure, what will you be led to think about it? *That it has particular habits.* And if you are told that a animal lives in an uncommon place, or has particular habits such as the mole, what will you expect it to be? *Of a particular structure.* All will now answer me. The form or structure of the animal is always well...*fitted to its way of living*... All again. The habits and structure of the animal always...*agree — suit one another very well*... We will now hear this boy in the lowest seat repeat it..... Quite correct."

We consider this as a fair specimen of the way in which a skilful teacher makes good each successive advance in a collective lesson; but to exemplify the varied modes in which the second part of the process, that of simplification and illustration, may be conducted, we must refer to the lesson as it stands in Mr. Stow's work.

Since it is in collective lessons, both sacred and secular, that the mind of the principal teacher can be brought most directly in contact with the understanding and moral feeling of the children, no pains should be spared to perfect our modes of communication in such lessons; and we know of no instrument of collective teaching which rivals this in power. If in the large circle of professional men by whom this publication is read, these few remarks render this mode of teaching better understood; or more easily practised, we shall feel amply repaid for thus putting on record the results of many years' experience and careful observation.—*Papers for the Schoolmaster.*

THE PROPERTIES OF NUMBERS.

Curious properties of numbers do not lie immediately in the track of the mathematical investigator. There will probably, however, be a new light thrown on them at no distant period; and those strange and beautiful laws whose uses we cannot ascertain will be justified even to utilitarians.

Dr. Brooth's law, in reference to numbers of six places, may be much extended; and there is most likely some general theorem, yet to be discovered, on which all its extensions depend. The following, which (simple as they are) I do not remember to have seen any where enunciated, may be productive of some interest to the younger mathematical readers of the *Journal of Education.*

I. Any number of eight places consisting of any four figures repeated, is divisible by 73 and 137. *Ex gr:—*

$$98329832 \quad 73 = 1346984;$$
$$11021102 \div 137 = 80446.$$

II. Any number of eighteen places, consisting of any nine figures repeated, is divisible by 7, 11, 13, and 19.

III. Any number of sixteen places, consisting of any eight figures repeated, is divisible by 17, &c.*

The "Self-proving Examples" just published by Mr. Alexander Ellis, I have not seen; such a work, well executed, cannot be otherwise than valuable. The theory of fractions—most important of arithmetical subjects—requires copious practical illustration: and there are one or two fractional formulæ which I have found useful for furnishing multitudinous examples. *Ex. gr.:—*

$$\frac{2}{3}+\frac{5}{6}+\frac{8}{10}+\ldots\ldots=\frac{n(n+1)}{n+2}$$

Thus
$$\frac{2}{3}+\frac{5}{6}+\frac{8}{10}+\frac{14}{15}+\frac{20}{21}=\frac{5\times 6}{7}=4\frac{2}{7}$$
$$4\frac{2}{7}+\frac{27}{28}+\frac{35}{36}+\frac{44}{45}=\frac{8\times 9}{10}=7\frac{1}{5}$$

Again,
$$\frac{2}{15}-\frac{3}{35}+\frac{4}{63}-\ldots\ldots=\frac{n}{1-n+9}$$

when an even number of terms is taken and n = half that number. This formula is very serviceable with the aid of Barlow's Tables of Squares, &c., thus:—

$$\frac{13}{165}+\frac{28}{3135}-\frac{29}{3363}=\frac{14}{177}$$
$$\frac{100}{1209}+\frac{202}{163215}-\frac{203}{164835}=\frac{101}{1221}$$

Combinations of the various fractional processes are easily managed by algebraic formulæ; and, as De Morgan observes, if the boy detect the secret, he is fit for something more difficult. Indeed, it is a good algebraic exercise to give the detection of the formula as a problem to be solved. The following is an easy instance, by no means unserviceable:—

$$\frac{\frac{a}{x}}{a-}=\frac{1}{a-1}$$
$$a-\frac{}{x}$$

Ex. gr.:—
$$\frac{9\frac{2}{17}}{11\frac{4}{13}}\div\left(9\tfrac{2}{17}-\frac{9\frac{2}{17}}{11\frac{4}{13}}\right)=\frac{28}{235}$$

—Mortimer Collins *in English Journal of Education.*

Miscellaneous.

WRITTEN EXAMINATIONS.

Frequent written reviews are among the most successful means that teachers can employ for securing thoroughness and accuracy of scholarship. Several topics are written distinctly on the blackboard, and the pupils are required to expand them as fully and accurately as possible. Each pupil is seated by himself, and furnished with pen and paper; but receives no assistance, direct or indirect, from either teacher or text-book. This mode of examining a class accomplishes at least three important objects at the same time. It affords a thorough test of the pupil's knowledge of the subject; it is one of the best methods of cultivating freedom and accuracy in the use of language; and it furnishes a valuable discipline to the pupil's mind, by throwing him entirely on his own resources. The task of examining so many separate written exercises, and of estimating their value, increases the labor of the teacher, but the gain to the pupil is more than an equivalent for the extra service required.—*Mass. Teacher.*

VENTILATION.

In the process of respiration, a full grown man draws into his chest about 20 cubic inches of air; only one-fifth of this is oxygen, and nearly one-half of this oxygen is converted into carbonic acid. Now, allowing fifteen inspirations per minute for a man, he will vitiate about three hundred cubic inches, or nearly one-sixth of a cubic foot of atmospheric air, and this, by mingling as it escapes with several times as much, renders at least two cubic feet of air unfit for respiration. Now the removal of this impure air, and the bringing in of a constant fresh supply, have been provided for by nature in the most perfect manner, and it is by our ill-contrived, artificial arrangements

* The following properties—for which *vide* Wood's Algebra—are curious:—
Any number divided by 6 leaves the same remainder as its cube divided by 6.
The difference of the squares of any two odd numbers is divisible by 8.
The difference of the squares of any two prime numbers, above 5, is divisible by 24.
Any number of 4 digits is divisible by 7, if the first and last digits be the same, and the digit in the place of hundreds double that in the place of tens.

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that the provision is defeated. The expired and vitiated air, as it leaves the chest, is heated to very near the temperature of the body, viz., 98°, and being expanded by the heat, is specifically ligther than the surrounding air at any ordinary temperature; it therefore ascends and escapes to a higher level, by the colder air pushing it up as it does a balloon. The place of this heated air is constantly supplied by the colder and denser air closing in on all sides. In the open air, the process is perfect, because there is nothing to prevent the ecape of the vitiated air; but, in a close apartment, the hot air, rising up to the ceiling, is prevented from escaping; and gradually accumulating and becoming cooler, it descends and mingles with the fresh air, which occupies the lower level. We have thus to inhale an atmosphere which every moment becomes more and more impure and unfit for respiration; and the impurities become increased much more rapidly by night when lamps or candles, or gas, is burning, for flame is a rapid consumer of oxygen. Under these circumstances, our only chance of escape from suffocation is in the defective workmanship of the house-carpenter; the crevices in the window frames and doors allow the foul air a partial exit, as may be proved by holding the flame of a candle near the top of a closed door, in a hot room; it will be seen that the flame is powerfully drawn towards the door in the direction of the out-going current; and on holding the flame near the bottom of the door, it will be blown away from the door, showing the direction of the entering current. If we stop up these crevices, by putting list round the windows and doors, so as to make them fit accurately, we only increase the evil. The first effect is, that the fire will not *draw*, for want of sufficient draught; if the inmates can put up with a dull fire and a smoky atmosphere, they soon become restless and uncomfortable; young people get fretful and peevish, their elders irritable, respiration becomes impeded, a tight band appears to be drawn round the forehead, which some invisible hand seems to be drawing tighter and tighter every moment; the eye-balls ache and throb, a sense of languor succeeds to fits of restless impatience, yawning becomes general, for yawning is nothing more than an effort of nature to get more air into the lungs; under these circumstances the announcement of tea is a welcome sound, the opening and shutting of the door necessary to its preparation give a vent to the foul air, the stimulus of the meal mitigates the suffering for a time, but before the hour of rest, the same causes of discomfort have been again in active operation, and the family party retires for the night indisposed and out of humour.

But in the bedroom, the inmates are not free from the malignant influence. The closed doors, the curtained bed, and the well closed windows, are sentinels which jealously guard against the approach of fresh air. The unconscious sleepers, at each respiration vitiate a portion of air, which, in obedience to the laws of nature, rises to the ceiling, and would escape, if the means of escape were provided; but, in the absence of this, it soon shakes off those aerial wings which would have carried it away, and, becoming cooler and denser it descends, and again enters the lungs of the sleepers, who, unconsciously, inhale the poison. When the room has become surcharged with foul air, so that a portion must escape, then, and not till then, does it begin to escape up the chimney. Hence, many persons very properly object to sleeping in a room which is unprovided with a chimney; but it is evident that such a ventilator is situated too low down to be of much service. If there be no chimney in the room, a portion of the foul air escapes by forcing its way out of some of the cracks and crevices which serve to admit the fresh air.

That this sketch is not overdrawn, must be evident to any one who, after an early morning's walk, may have returned directly from the fresh morning air into the bedroom which he had left closely shut up an hour before. What is more disgusting than the odor of a bed-room in the morning? Why is it that so many persons get up without feeling refreshment from their sleep? Why do so many persons pass sleepless nights? The answers to these and many other similar questions may be frequently found in defective ventilation. How much disease and misery arises from this cause, it would be difficult to state with any approach to accuracy, because the causes of misery are very complicated.

Now, as no person would consent habitually to swallow a small portion of liquid poison, knowing it to be such, though diluted with a very large portion of pure water, so it is equally unwise to consent habitually to inhale a small portion of gaseous poison, knowing it to be such, though diluted with a very large portion of pure air; and yet this is what the majority of persons actually do who occupy apartments unprovided with proper ventilating apparatus.—*Tomlinson on Warming and Ventilation in Mass. Teacher.*

THE ENGLISH A COMPOSITE LANGUAGE.

In one of Mr Trench's new lectures upon words, he treats of English as a composite language, and enumerates certain Hebrew, Arabic, Persian, Turkish, Indian, Italian, and Celtic words which are in general use. Among Hebrew words we have "manna," "cherub," "sabbath," etc. Among Arabic words "algebra," "cypher," "zero," "zenith," with the chemical terms "alkali," elixir," "alcohol," and the names of their articles of merchandise, as "giraffe," "saffron," "lemon," "orange," "sherbet," "mattress," "coffee," "sugar," "amber," and "jasmin." From the Persians we derive the words "bazaar," "lilac," "azure," "caravan," and "pagoda;" while from the Turks, "tulip," "dragoman," "turban," and "chouse," the word current among schoolboys. To the Indians we owe the words "tobacco," "maize," "potato," and "wigwam;" to the Italians, "bandit," "charlatan," "duenne," "pantaloon," "gazette," and "alligator;" while Celtic things are designated by truly Celtic words, as "bard," "clan," "kilt," "reel," "pibroch," and "plaid." We are glad to observe that Mr. Trench does not depreciate either the Saxon or the Latin portion of the English language. "Both," he remarks, "are indispensable; and speaking generally without stopping to distinguish as to subject, both are *equally* indispensable. Pathos, in situations which are homely, or at all connected with domestic affections, naturally moves by Saxon words."

PAPER AND PAPER DUTIES.

In 1721, it is supposed that there were but about 800,000 reams of paper annually produced in Great Britain, which were equal merely to two thirds of the consumption. In 1780 the value of the paper manufactured in England alone amounted to £800,000, the duty on which was £46,867 .9s. 9¼d. At that time the duty was divided into seven distinct classes or rates of collection. Twenty years after, when the mode of assessment was reduced to three classes, the duty has risen to £315,802 4s. 8d; in 1830, fifteen years after, to £619,824 7s. 11d.; in 1835, to £838,822 12s. 4d., or, in weight, to 70,655,287 lbs., which was again in fifteen years nearly doubled. The quantity of paper charged with excise duty in the United Kingdom in 1850 was no less than 141,032,474 lbs., and last year (1854) the enormous weight of 179,896,222 lbs.—*Herring on Paper and Paper Making.*

THE NEW PALACE AT WESTMINISTER.

In connection with the New Palace there are three towers which forms its most prominent features, and which, in consequence of their great height may be seen from almost every portion of the metropolis. The one at the south end of the building is the magnificent Victoria Tower, which forms the entrance of her Majesty on the occasion of her visits to the House of Lords. It has a square tower, richly decorated in the Gothic style, and when completed will be 340 feet in height, or 94 less than the height to the cross of St. Paul's. The sides of the tower are 75 feet in length. The central tower is one that covers the grand central hall between the Houses of Lords and Commons. It is circular in form, 60 feet in diameter, and the top of the lanthern which surmounts the dome is 300 feet above high water mark. The tower at the north end close to Westminister Bridge, is the Clock Tower, which when completed will be 320 feet high. Like the Victoria Tower, this tower is square in its construction, each side being forty feet in length, but it will differ from the larger tower in being surmounted by a beautifully perforated belfry spire. The tower has now reached an elevation of about 200 feet, there yet remaining 125 feet to complete the work. There are five stories in the tower beneath that in which the clock will be placed. An air shaft 20 feet in diameter at the top, runs down the entire length of the tower, through which the supply of pure air is proposed to be drawn by Dr. Reid into these subterranean chambers where it is warmed, cooled, or mixed previous to being inhaled by hon. members and noble lords. The floor in which the clock is intended to rest is 165 feet 7 inches above high water mark, and the centre of the dial plate of the clock will therefore be 182 feet 7 inches. Above the clock there will be a small pointed tower rising from each of the angles 20 feet high, while the central tower will soar to the height of 70 feet, and will be surmounted by a tall vane.

SOCIAL ADVANTAGES OF FEMALE EDUCATION.

Due cultivation of the female mind would add greatly to the happiness of males, and still more to that of females. Time rolls on, and when youth and beauty vanish, a fine lady who never entertained a thought into which an admirer did not enter, finds in herself a lamentable void, occasioning discontent and peevishness. But a woman who has merit, improved by a virtuous and refined education, retains in her decline an influence over the men, more flattering even than that of beauty; she is the delight of her freinds as formerly of her admirers. Admirable would be the effects of such refined education, contributing no less to public good than to private happiness. A man, who at present must degrade himself into a fop or a coxcomb in order to please the women, would soon discover that their favour is not to be gained but by exerting every manly talent in public and in private life: the two sexes, instead of corrupting each other would be rivals in the race of virtue: mutual esteem would be to each a school of

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urbanity; and mutual desire of pleasing would give smoothness to their behaviour, delicacy to their sentiments, and tenderness to their passions. Married women in particular, destined by nature to take the lead in educating their children, would no longer be the greatest obstruction to good education by their ignorance, frivolity, and disorderly manner of living.—*Lord Kaimes.*

Educational Intelligence.

BRITISH AND FOREIGN.

THE CLOSING KNELLER-HALL NORMAL SCHOOL.

This important training college is about to be closed. It was an institution well situated for salubriousness and proximity to the metropolis, well provided with educational appliances, conducted by a gentleman of such acquirements and energy as Mr. Temple, and seconded by talented assistants, open also nearly gratuitously to students of ordinary diligence. We need not however, look very far for the causes of failure in regard to the number of students trained; and that is the only defect urged against Kneller-hall. It has trained a staff of teachers thoroughly efficient for the discharge of their duties; indeed, this normal college has distinguished itself among the most successful for results in the work of training. Most of the teachers from Kneller-hall filled their intended positions as teachers in reformatory and union schools. A legal agreement on the part of the student to continue not less than five years in his special vocation was proposed, but in only one instance, we believe, enforced. The feeling of gratitude for such an education does not appear, however, to have been strong enough to induce many of these teachers to continue in their vocation for the specified number of years. How was this? Simply, we apprehend, from the absence of any attractions and the presence of much that was repulsive in the union schools to which they were sent. However reprehensible, indeed, may be the desertion of the object for which these students were specially trained, we do not see why they should be judged more severely than the young men from other normal schools, as the education in most of these institutions has been nearly as gratuitous as at Kneller-hall; and the vast number of teachers who have been trained, but have relinquished the vocation, is indeed astonishing. The records of our largest educational societies prove that for *one* teacher who continues in the profession, *twenty* have left it. The cause of this is as obvious as that for the domination of handloom weavers; *they can get a better living in other employments.* Lawyers, doctors, and clergymen generally remain in their professions. It would really be absurd to to expect schoolmasters, more than any other class, to possess a monopoly of self-devotion and any other self-denying virtues. A few years ago it was a subject of just complaint that the education of pauper children was truly lamentable and discreditable. Surely voluntary effort and local self-government had plenty of time to remedy this evil. We believe that it was owing to the Government that the necessity for any education to these neglected pauper children was insisted on. At first indeed, Government interfered as little as possible, and merely required the guardians of a union to select a schoolmaster. In many cases these gentlemen appear to have made such a selection on the ground of *in*-competency. Under such circumstances we need not be surprised that the Government Inspectors found the education of the poor little ones to be painfully ludicrous. Better schoolmasters were indispensable; there was no hope of these being forthcoming, from the paucity of numbers that attended the then indifferent normal schools. Government was thus driven to devise some expedient for the supply of teachers: Kneller-hall was for this purpose established, and was perfectly successful in training efficient schoolmasters for the special service of unions and reformatory schools. It was soon found that there would be a considerable waste of teaching power and expenditure in confining an efficient schoolmaster to the teaching of some twenty or thirty children of a single union, and, for this as well as other important reasons, the formation of large district schools was contemplated, in which children from several unions might be collected, and not only economically taught, but effectually removed from the contaminating influences of adult paupers. This most essential part of the plan was never carried out, and hence the failure of Kneller-hall. The sooner, however, we have courage to look at one fact, not merely from the example of Kneller Hall but from the general practice, the better—that unless all classes of elementary schoolmasters be paid very much better than at present, there will be but little hope of the worthy and talented members remaining in a profession to which we owe so much more of honour as well as of emolument than we now give.

UNITED STATES.

ESTIMATE OF MONEYS TO BE RAISED FOR SCHOOLS IN 1856.

The Board of Education have submitted an estimate of moneys required for our common schools for 1856. The following are extracts:—

It is provided that the Board of Supervisors shall raise annually, by tax, an amount sufficient to support the state common schools, and also one-twentieth of one per cent. of the value of the real and personal property of the city.

The estimates of the several bills thus provided for, are as follows:—

1st. The amount apportioned from the Common School Fund of the State by the State Superintendent of Public Instruction; and it is shown in the notice to the County Clerk to amount to	$132,711 68
2d. An amount to be raised by tax equal to the sum specified in the said notice of the State Superintendent of Public Instruction to the County Clerk	132,711 68
3d. A sum equal to one-twentieth of one per cent. of the real and personal property in the City of New York, liable to be assessed thereon	$243,499 00
Total	$508,922 36

The sum of $508,922 36 is the amount provided by law, without the action of the Board of Education, for the purposes of common school instruction. In addition to these, the sixteenth section provides that the Board of Supervisors shall also raise and collect at the same time, and in the same manner, such additional sum or sums as the Board of Education shall have reported to be necessary for the purposes mentioned in the first subdivision of the third section of chapter 386 of the laws of 1851.

This Board, therefore reports, that the whole number of pupils who have actually and been taught in the schools entitled to participate in the apportionment during the preceding year, is 128,608, which at four dollars each pupil, amounts to $514,432. This added to the amount provided by the fifteenth section of the said act, makes $1,023,354 35, as the aggregate sum allowed by law to be raised for school purposes for the year 1856.

Under the provisions of the third section the Board of Education proceeds to report to the Board of Supervisors and to the finance commissioners, in accordance with the seventeenth section of the amended charter of 1853, ~~that there will be required during the year 1856 for the purpose of meeting~~ current annual expenses of public instruction in said city, to wit:

For Teachers' Salary	$475,000	
For support of Free Academy	43,000	
For support of Normal Schools	10,000	
For support of Evening Schools	80,000	
For salaries of Superintendents, Clerks, and Assistants	19,000	
For rent	10,000	
For repairs of the Free Academy	2,000	
For incidental expenses of Ward Schools	75,000	
For books, stationery and supplies	80,000	
		$744,000 00
For purchasing, leasing and procuring sites, for erecting buildings, enlarging and repairing the buildings and promises under the charge of the Board of Education, and for the Support of Schools which shall have been organized since the last annual apportionment of the school moneys made by the Board		119,354 36
For deficiencies in the moneys of the Board of Education, to meet the expenses of the School system for the years 1853 and 1854		160,000 00
Total		$1,023,354 36

The above sum of $1,023,354 36 comprises the whole estimatied amount of money required for school purposes by the Board of Education for the year 1856.—*N. Y. Commercial Advertiser.*

PEOPLE'S COLLEGE.

The City of Troy has subscribed $110,000 to endow a College for the People, to be built in that city, and $54,000 additional has been subscribed in other parts of the State It is necessarily to raise the sum to two hundred thousand dollars before regarding the enterprise as complete, as it is intended to make the Institution second to none in the Union. This enterprise originated with the Methodists, but gentlemen of all denominations of Christians share in its benefits, and contribute to its funds. The President is Hiram Slocum, Esq., of Troy, and the leading men in the various congregations at Troy are among the Board of Directors and officers.

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Literary and Scientific Intelligence.

REV. DR. LIVINGSTON'S AFRICAN RESEARCHES.

Our enterprising missionary has, since the early part of 1853, been engaged on his fourth tour of exploration in the interior of Africa. Arriving at the town of the chief Sekeletu, on the river Linyanti, in September of that year, he proceeded in a north-westerly direction, in company with a detachment of the followers of that chief, in search of an outlet on the west coast, and after surmounting great difficulties and hardships, he at length reached St. Paul de Loanda, at the end of May, 1854. Here Dr. Livingston was entertained with the greatest kindness and hospitality by her Majesty's commissioner, E. Gabriel, Esq., and throughout the territories bordering on the west coast, subject to the crown of Portugal, he was also treated by the authorities with the utmost consideration and respect. In consequence of the loss of some of Dr. Livingston's letters, by the wreck of the vessel in which they were despatched, the detailed account of his extended journey has not come to hand. In his last communication he announces his intention to traverse the country in an opposite direction, in the hope of reaching the east coast at Quilimane, and, by that route, to take ship for England.—*Evangelical Magazine.*

LEVEL OF THE TWO OCEANS.

The popular notion which has so long prevailed that the Atlantic Ocean was many feet higher than the Pacific at the Isthmus of Panama, has been formally exploded. Colonel Totten has decided, after a series of careful tidal observations, taken at Panama and Aspinal Bay, and connected by accurate levels along the line of railroad, that the mean height of the two oceans is exactly the same, although owing to the difference in the rise of tide of both places, there are of course, times when one of the oceans is higher or lower than the other; but their mean level, that is to say, their height at half-tide, is now proved to be exactly the same.—*Belfast Journal.*

DEATH OF PROFESSOR JOHNSTON.

The Durham (England) Chronicle says:—Prof. Johnston was born at Paisley, somewhere about the year 1796. From this town he was transferred, while very young, to Manchester, where his father continued to reside for a few years, but afterward returned to Scotland, and settled at Kilmarnock. Thrown upon his own resources at an early age, the youth commenced the battle of life with characteristic courage and resolve. He entered the University of Glasgow, supporting himself for some time by private tuition. In 1825 he opened a school at Durham, and in the year 1830 married one of the daughters of the late Thomas Ridley, Esq., of Park End Thus posessed of a competent income, he resolved to gratify a taste for chemistry, which had now acquired predominating force, and for this purpose he chose Berzelius as his preceptor, and visited Sweden to study under that celebrated man.

Upon the foundation of the Durham University in 1833, the readership in Chemistry and Mineralogy was bestowed upon Mr. Johnston; and this appointment was retained until the period of his decease.—Except during term time, however, he continued to reside in the neighborhood of Edinburgh, and in the year 1843 he was elected chemist to the Agricultural Society of Scotland. When the society was dissolved, he made Durham his domicile. Most of his substantive productions relate to the chemistry of agriculture. Without enumerating them fully, we may refer to the "Lectures on Agricultural Chemistry and Geology," and to the "Catechism" of the same sciences, as the more celebrated of his works in this department. Of the latter, thirty-three editions have been published in England alone. It has been translated into nearly every language of Europe, and has been sown broadcast in America.

Rarely, perhaps, has a scientific man travelled so far or so rapidly. Among his less professional productions, the "Notes on North America" should be mentioned with respect But the most attractive of his compositions is "The Chemistry of Common Life" It is also the most recent. In addition to these publications, the Professor contributed occasionally to the Edinburgh Review; and frequently to Blackwood's Magazine. Professor Johnston's last illness was somewhat rapid, and his death to many unexpected. He had been on the continent for several months, and was about to return to England, when he caught cold, but without apprehending any serious results. Scarcely, however, had he reached Durham when symptoms of hemorrhage in the lungs appeared, and he died September 18, 1855, to the age of 59.

ANNUAL MEETING OF THE CANADIAN INSTITUTE.

The Annual Meeting of the Canadian Institute was held in their rooms, in York Chambers, on Saturday evening last. The Chair was occupied by the late President, the Hon. Sir John Beverley Robinson, Bart. After the ordinary routine business was transacted, Professor Wilson, of University College, at the request of the President read the Annual Report. Whilst the balloting for the new officers of the Institute was proceeding, some interesting remarks "On points in the Natural History of the Leech," were made by Professor Bovell, of Trinity College; and a carefully prepared paper on "A specimen of the Proteus of the Lakes," was read by J. G. Hodgins, Esq., Deputy Superintendent of Education. Several specimens of this reptile were exhibited. A committee was appointed to examine into its claims to be considered a new species, peculiar to the Canadian Lakes; and we may have something to add in regard to this curious creature at a future time. The following is the list of the Office bearers for the Session 1855-6:

President—George William Allan, Esq.
1st Vice-President—Professor J. Bovell, Trinity College.
2nd Vice-President—E. A. Meredith, Esq.
Treasurer—Dalrymple Crawford, Esq.
Recording Secretary—F. W. Cumberland, Esq.
Corresponding Secretary—Thomas Henning, Esq.
Librarian—Sandford Fleming, Esq.
Curator of Museum—Professor E. Chapman, University College.
Council—Professor Wilson, Professor Croft, Professor Cherriman, Prof. Hind, Samuel Thompson, Esq., and Oliver Mowatt, Esq.—*Globe.*

Departmental Notices.

To Municipal and School Corporations in Upper Canada.

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In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be written on a distinct sheet of paper from the letter, and attested by the corporate seal and signature of the Trustees; or by the corporate seal and signature of the Reeve or Clerk of the Municipalities applying for libraries.

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The Legislature having granted annually, from the commencement of 1855, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as ~~Library~~ Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department; and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so (upon a form which will be furnished upon application), verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.

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☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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